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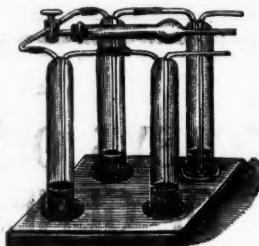
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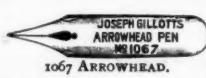
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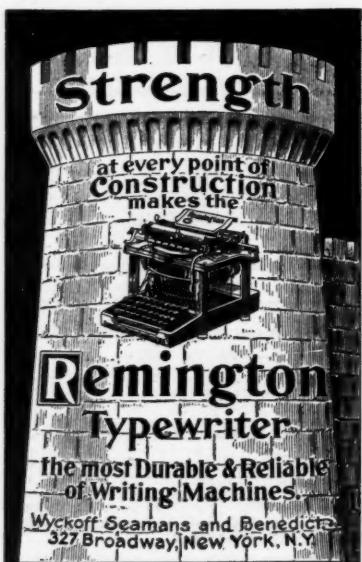
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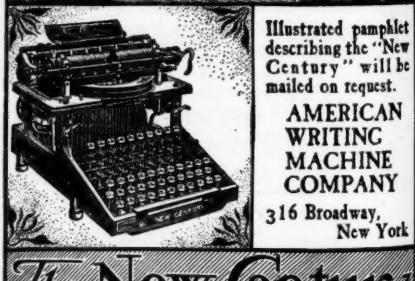
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THE SCHOOL JOURNAL

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No. 11

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Helping the Weak.*

By SUPT. JAMES M. GREENWOOD, Kansas City, Mo.

To be able to do some useful things as well as to be their master, is worth more to a boy or girl than to get a confused smattering of many things. Under proper tutelage, the child ought to acquire the habit of doing his best. This is the most valuable thing the school can give him.

The teachers of Kansas City are not circumscribed in their lines of work, except as to the results, and have the best opportunities to work out their own ideals. If one discovers something good, he can work it out, provided it has not been tried under more favorable conditions elsewhere and proved a failure. This liberty has always been interpreted to include real work, and not devices or fads which may be taken up at any time and cast aside without a moment's notice. Each school, if properly graded and in efficient working condition, can, under suitable, sympathetic, and intelligent guidance, become a center of influence and a generator of educational ideas. Under this plan the progressive schools have become experimental schools in part, and they promise the highest and best results in educational outputs. A man or woman who can rise out of the ordinary round of graded school work and plant higher ideals in the minds of a corps of teachers, and think out and put into successful operation new, practical lines of work on subjects that once were regarded as worn out or threadbare, and can cause these subjects to assume a new radiance and an undreamed of freshness, and will work for years steadily for the accomplishment of a fixed and desirable purpose, is an educator in the fullest sense of this term.

Wisely, as I believe, we have endeavored to set limits to what the child of average ability can accomplish, and to avoid the two extremes, namely, too great haste and its opposite—that slow mental inertia which terminates in arrested mental development. The effect of both of these processes is bad. One produces superficiality of the rankest kind, and the other stagnation and disgust for all mental effort. The rash teacher and the slow teacher are public calamities. The steady mind counts every time, and yet steadiness by no means implies equal speed by minds that are in every respect unequal. Well planned work steadily adhered to is far better than fitful, jerky work, which saps the strength without any corresponding growth in mental and moral stature.

The Function of the School as to Teachers.

Children are placed under the care of the school for a term of years. The school undertakes to limit the caprice of the individual and to substitute for his whims the reign of a just and uniform system of conduct. In work and conduct the estimate is placed upon accuracy and quality, and with the knowledge drilled into the pupil's mind that faults will be detected and charged to his account, he learns the meaning of responsibility as attached to self. He soon learns that accuracy is absolutely necessary, and that fast work and good work seldom go together. But here arises a serious question in regard to the capability of each individual teacher.

Teachers Classified.

At the bottom of the list immovably stands the unim-

* Part of an address given to the Kansas City teachers at the opening of the school year.

provable teacher whose usefulness in the school-room never began and will never terminate. Between the two extremes, the best and the poorest, are many steps up the ladder of educational success. There is no specific system of measurement by which these differences may be expressed numerically. Suppose that out of every one hundred teachers in a system of schools twenty are excellent, thirty good, thirty medium and twenty poor, what shall be done with the mediocre and poor teachers?

Remedial agencies lie in three directions: 1. To dismiss wholesale the incompetent; 2. Not to employ incompetent teachers—absolute prohibition—a high tariff exclusion; 3. To remake the poor when they are employed into fair or good teachers.

Two interests are at stake: that of the children, primarily and essentially, and, on the other hand, the interest of the teacher whose rights must be carefully considered.

First, there may be good and sufficient reasons for either retaining or dismissing a teacher who has failed. A young teacher may fail in one school and succeed in another. Surroundings and sympathetic relations, or the reverse, make oftentimes or unmake a teacher's reputation. Scholarship or the lack of it and other qualifications go a long way either in favor of or against a teacher. The personal equation is also an essential factor. Let it be remembered that in all pursuits, success is achieved thru many failures. If the curve of progress is slightly upward and the spirit of the teacher is flowing in the right channel and the life current is deep, strong and versatile, the poor or weak teacher should be given another trial. How to help weak teachers to become strong teachers will be presented further on.

The second proposition sounds plausible enough in theory, but in practice it does not work. Human foresight is not infallible and it is well nigh impossible to hire only proved and eminently successful teachers. Some cities have adopted the plan of employing only experienced teachers whose reputations for the highest grade work is already established. Inexperienced teachers are thus forced to gain experience in outside schools before applying for positions at home. After these neophytes have made satisfactory records, they may then apply at home with a fair prospect of success. It would seem that these prohibitive methods would be the means of weeding out and keeping out poor teachers, but prohibition does not always prohibit. Who can tell whether a teacher who is eminently successful in one city or town, will be equally so in another. There is always an element of doubt.

Owing to variations in school factors, teachers fail or succeed. It may be curtly expressed as "sizing up the situation and knowing how to take advantage of conditions at first sight." This faculty is variously classified as genius, tact, skill, common sense applied to every day level headedness. If the teacher does not possess it in a full measure, the element of adaptability and versatility of accommodating himself or herself to any kind of surroundings, including the temper of the community and the spirit of the school, failure is most likely to ensue. There is no absolute certainty that even successful and experienced teachers will always be school proof. The element of uncertainty is ever present notwithstanding the greatest precaution. There is no doubt that this is the safest line of action that can be followed, and yet an element of uncertainty is always lurking near.

The Dangers of Efficiency.

Attention is now called to another possible danger. When once the idea becomes established that a corps of teachers has reached the maximum of efficiency, however selected, routine begins its leveling work. Degeneration sets in. Such a corps needs frequent electrical, mental treatment to arouse their latent and dying energies. Self-satisfied, they are crystallizing, or are just beginning to enter upon that stage. The danger signal should be kept flying as a warning.

Helping the Weak.

To remake or construct good teachers out of poor ones appears at first view an impossible piece of workmanship, however skilled the master mechanic may be. If there be a substantial basis to work upon, it can be fairly well done. Human development as well as individual development, is a gradual process. The excessively bright scholars in the long run do not always make the broadest and soundest scholars later in life; yet they do sometimes. Genius can hardly become amenable to ordinary methods of treatment here or elsewhere, and there are a few persons only who seem divinely gifted as teachers. They are few. Out of the twenty per cent. of the poor class teachers, at least ten per cent. may be, in due course of time, transferred by degrees to a higher division. They may have the power and potency to become better teachers under favorable guidance, and it is the province of just and sympathetic supervision to help them to help themselves.

Each individual case requires different treatment owing to personal peculiarities. The principal or superintendent must first make, perhaps rather informally, a diagnosis of the teacher's mental attitude in regard to education—as to its nature and processes, the child as a subject to be educated, the presentation of subject matter, and what the learner's attitude and knowledge of the subjects are as contrasted with the teacher's. To find out how the teacher stands on these and kindred issues, probing, as it were, to the bottom so as to clear up and clear away all rubbish, in order that the teacher may have a good look at and into the subject,—the nature and the scope of the work in general,—are preliminary in order to begin intelligently to lay a foundation for improvement. The teacher may be so constituted mentally as to take hold of but one point at a time; then the progress will be slower. Correct and well grounded ideas form the groundwork upon which the entire teaching process is based and must be fixed as anchors in the mind. It may take considerable time for the teacher to reach definite conclusions, but they must be acquired sooner or later.

So far the scheme outlined is to lead the teacher from the vague, undetermined, and undefined notions to those of a more definite and real character. To bring this about a sympathetic, friendly manner must be employed, more informal than otherwise, and entirely free from the mightiness of professional dignity. It should be the attitude and the manner of an older person leading a younger one along a new road, thru narrow and difficult passes into a more delightful prospect, where the scenery may be viewed each time with greater appreciation.

Thus far the question has not been, What does the principal or the superintendent think about education and teaching? but, How are these matters arranged in the teacher's mind? How does she see them? This question once settled the leader decides whether to remove errors root-and-branch, or to pluck out and replant; or thin out and reset.

It is help, sympathetic guidance from darkness to light, that the average teacher needs, and principals and superintendents should ever be ready to give assistance in the kindest spirit and in the simplest manner. The teacher should be, above all things else, intelligent, able, honest, willing to learn and to work so as to render the best and most effective service possible and should not regard friendly suggestions as fault-finding and impertinent criticism.

The Grading for Pupils
of Special Talents or Deficiencies.

By H. C. KREBS, Somerville, N. J.

All children enter life with an "infinite diversity of capacities." The old psychology taught that in childhood all the faculties are latent; that all are equally capable of development; that when proper school training ends, the product is an individual whose mind is "all-sided"; and that a "one-sided" development is the deplorable result of improper education. The *sequitur* is that forty children properly educated will at the close of school life have equal attainments in all subjects taught; that if any pupil shows inability to grasp a certain subject, proper application thereto will bring him up to the uniform standard; and that special aptitudes are to be checked in order that the pupil's mind may not become "one-sided."

This theory is no longer accepted by educators in general. Practical school men know that it is disproved by experience. As children go to school year after year some are able to advance more rapidly in one study than in another. One boy who ranks low in arithmetic stands high in history. Another who has no trouble with arithmetic cannot grasp geography. Some, who are apparently equally good in all subjects would probably display more inequality of attainment if their abilities were given the necessary freedom.

Some Principles of Promotion Plans.

If this be true, it follows that we must be governed by principles different from those of the old psychology. The following propositions seem to be defensible:

1. Every child differs from every other child in capacities and powers.
2. The aim of education should be to develop every talent to its maximum.
3. Pupils of exceptional talents should be accorded special privileges for advancement in those lines.
4. Pupils of exceptional deficiencies in certain respects should not be denied advancement in other respects because of those deficiencies.

Without further consideration of these propositions let us notice that the teacher of the ungraded school has for years been nonchalantly putting them into practice. Pupil A, who is in the second reader class, discovers the ability to do the number work of the next higher class; and therefore the teacher allows him to recite in number work with that class. Pupil B is able to do the work of his class in all subjects but one—he is a miserable reader. Forthwith the teacher places him in a lower class in reading, but retains him in the higher class in the other studies.

Iron-Clad Requirements.

Transfer these boys to the city graded school, and you will notice a difference. In the majority of schools pupil A will not be allowed to recite with the third grade number class because he is not "up" in his other studies. Pupil B will not be allowed to enter the third grade at all because of his deficiency in reading. Because Providence or poor teaching has left B behind in reading, he is kept back in all the other studies too. How often do teachers say, "I should like to promote Willie to the next grade, but his number work is too poor." How many others are not promoted in any subjects because in the final examination they have fallen below sixty or seventy per cent. in one subject! There are schools so iron-clad in their requirements that a pupil whose average is above ninety in seven subjects is compelled to go over the same ground again the next year in all these subjects because he attained only fifty-nine in his eighth subject.

Cases similar to the foregoing occur so frequently that the graded school has been called the great leveler of children. Some even maintain that under favorable conditions the ungraded school produces better results than the graded school.

Those who agree that every child should be permitted to develop his aptitudes will ask, Is this leveling unavoidable in graded schools? Is there no escape from sinning against the diversity of gifts implanted by the Creator? Must the child of five talents be kept back with the child of two?

Shorter Intervals.

The problem has been partially solved by means of short intervals between grades, frequent reclassification, and frequent special promotions. But mark this fact: these promotions, especially in primary and grammar grades, are not in *single* subjects but in *groups* of subjects. The child is promoted in all subjects or in none. The only modification of this system in current use is that, in rooms containing several sections, pupils are sometimes allowed to recite in one or more of these sections; but there are few schools where more latitude than this is granted.

In order to obviate these objections the writer initiated a plan in one of the public school buildings containing twelve grades below the seventh. These grades contain two or three sections each, in different stages of advancement; and pupils freely recite in a certain section in one subject and in a different section in other subjects.

Arrangement of Program.

But our plan contemplated more far-reaching privileges than this. The teachers were requested to submit the names of any of their pupils who were able to do the work in a higher grade in reading (including spelling) or arithmetic or both. Likewise the names of other pupils were given who ought equitably to be placed in a lower grade in one or both of these subjects.

The programs in the various rooms were arranged so that the recitations in reading and arithmetic begin at the same time in all the rooms. (They close at different times.) For example, one section of every room in the building begins to recite arithmetic at 10.40.

The teacher of the fifth grade A reports that four of her pupils are able to do the arithmetic work of the sixth grade. When 10.40 arrives these four pupils pass from their room to the sixth grade room and recite their arithmetic lessons with the sixth grade pupils. When the recitation has concluded they return to their permanent room. As the fifth grade A pupils also have recited arithmetic during this time, the four pupils have not missed any of their other recitations thru their absence.

The sixth grade teacher reports that three of her pupils, while properly classified in all other subjects, are deficient in reading. These three pass to the fifth grade A at 9.10, the general reading and spelling period, and recite with this grade until 10.00. Then they return to their regular room, where too the reading period has just closed.

We have not yet come to the point where pupils are allowed to recite in more than two different grades, tho it is probable that the contemplated extension of the plan will bestow this privilege. We are also confining ourselves this year to reading (including spelling) and arithmetic in applying the scheme. Additional subjects will be embraced in the future. In no room has the privilege been granted to more than ten per cent. of the pupils. Now, after careful observation of the working of this plan on a small scale, one may safely comment on its value if extended judiciously.

Advantages of the Somerville Plan.

Some of the advantages of this plan are evident. In the first place, it is not right that four pupils who are deficient in arithmetic should hold back all the other pupils in the class from advancing with the rapidity to which their natural ability entitles them. Is it right to burden and harass a teacher with these four pupils when they naturally belong to a lower class in arithmetic? Under the proposed plan the class is not detained by deficient pupils, and the relief to the teacher is refreshing.

Pupils pushed along in any subject beyond their natural capacity are always injured. Nothing so distracts the mind and quenches inspiration as continual groping in

work that is beyond our comprehension. Yet, generally, the poorest pupils in a class are dealing in work that is too difficult for them. The proposed plan aims to give them instruction that is as nearly as possible adapted to their capacity.

If a boy of unusual ability in arithmetic is kept in one grade in all subjects, he will fall into habits of indolence. Having nothing to call forth his best efforts, a carelessness, an ennui, is engendered which may mar his life. Under the plan proposed there is opportunity for the continual exercise of all his talents, and for the free play of his peculiar powers. An enthusiasm in one subject is likely to influence the work in other subjects.

When a pupil is deficient in arithmetic, and is nevertheless compelled to proceed with his classmates in one grade, he becomes discouraged. The teacher in her attempts to bring him "up to grade," is apt to nag him, to reprimand him for his failures, to detain him after school to help him, or to punish him. She perhaps complains to his parents, and they give him no peace. His failures in the presence of his classmates mortify him. The natural consequence is that he takes the earliest opportunity to leave school altogether. Under the proposed plan this unfortunate result would be largely avoided.

Many pupils are compelled by circumstances to leave school from the sixth or seventh grade. If one such has advanced in a certain study thru the eighth grade how much better for him than if he had been kept back a year or two in that subject.

Pupils who rank low in one study because of carelessness, and not because of natural inability, will be very likely to put forth every effort to remove that deficiency and join their comrades in all studies. Those who are in advance of their class in one or two subjects will be likely to try to rise to the higher class in all studies.

Speaking generally, the great advantage of the proposed plan lies in the opportunity it affords for the development of the talents as God has implanted them in every child.

Objections Answered.

Now as to several objections that will naturally occur to the reader:

Suppose under the foregoing plan pupil A has completed the elementary course in all subjects but arithmetic. He is one year behind his class in that subject. Should he be promoted to the high school in spite of that deficiency? Certainly; for it is quite probable that he now has gained more good by studying arithmetic according to his capacity for several years than if during the same time he had been pushed along with a class whose work was constantly beyond his grasp. Possibly some arrangement can be made to give him further instruction in arithmetic at some time during the high school course. In any case it seems wiser to let him go to the high school lacking one year's work in arithmetic than cause him to lose a whole year's work in all other subjects. Should he be behind his class in more than one subject, action must rest on special consideration of his habits, home influences, health, age, and class work.

Suppose under the foregoing plan pupil B has completed the elementary course in arithmetic, but has still one year's work in all the other elementary studies—what is to be done? There are several answers. He may take one subject in the high school while his classmates recite arithmetic; or he may be given special advanced work in arithmetic; or again, he may be given a study period at that time for general reading, or for work in his other subjects.

Another objection urged is that if a pupil is permitted to do advanced work in his favorite subjects he will put all his time and energy thereon, to the neglect of his other work. The reply is that our experiment has produced no such result in any case, tho careful observation has been made with this point in view.

Grading is a means, not an end. It exists for the good of the pupils and not pupils for the maintenance of a "system." It is not feasible to grade pupils with refer-

ence to their strongest point. It is an outrage to grade them with reference to their weakest points. The natural development of the child must be made the supreme object of school management.

Aphorisms on Manual Training. V.

(Concluded from SCHOOL JOURNAL for September 16.)

By SUPT. W. N. HAILMANN, Dayton, Ohio.

The chief objections brought by traditionalists against the introduction of such work, are the lack of time and expense. The school, they say, is already overburdened with subjects of instruction.

The futility of this objection will become apparent, when we consider that the manifest over-burdening of the school is due, not to the subjects of instruction, but to prevalent artificial and lifeless methods of instruction which fail to appeal to the pupil's natural interests, over-load his memory at the expense of his judgment, and, by dwarfing his powers of self-expression, lead him to indolence and inefficiency.

Its fallacy will become still more obvious when it is remembered that, at least until the later stages of the grammar department are reached, the proposed manual training does not enter as a new subject of instruction, but simply does away with the artificialness, lifelessness, and inadequacy of the traditional methods, respecting the pupil's natural interests, cultivating his judgment, affording him ample means for self-expression, giving him a keen sense of his powers and responsibilities, and thus revealing to him the supreme joys of industry and all-sided efficiency.

We shall then appreciate the cogency of the universal testimony that such manual training, wherever it has been seriously established, far from adding burdens to the school, relieves of burdens, reduces failures to a minimum, saves time, intensifies thorowness, and raises towards its maximum the spiritually and materially practical value of the school.

With this also the second objection as to expense falls to the ground. For, even if the yearly expense per pupil should be increased—which is denied by those who have made the experiment—the saving in years to the pupil and to the state, the greater gain and the greater value of the gain to the pupil and to the community, would vindicate the wise economy of the added expense.

As to the value of special departments of manual and technical training in connection with the upper grammar grades and the high school, ample justification will be found in the increasingly industrial character of our time, in the steady drift towards specialization, and in the need for broad-minded and large-hearted leadership in the industries. Culture, which at one time was needed only for the liberal professions and for the purposes of refined leisure, has become a need of men and women in every walk of life, and the more so in a land in which every citizen claims an equal share in the direction of public affairs and in the enjoyment of general prosperity.

Harmony in Social Organism.

Society, in a larger way, is organized very much on the pattern of individual man. It has its head-heart-and-hand needs, its head-heart-and-hand members. One becomes its explorer, its gatherer of experience, its seeker after facts; another is its thinker; still another voices its deepest sentiments of joy, hope, and aspiration; in one strong soul is centered its will; others devise ways and means for the realization of this will; and many are needed to carry out its behests in earnest, active, devoted doing. And who will say which of these is most needed, which of these could be spared in the full-life of the social organism, without lowering its tone or entailing its decay?

Now, as in the fully developed individual man head, heart, and hand sing in conscious harmony, so a social organism reaches full life in the measure in which its various interests are harmonized in the conscious life of the individual members that represent these interests.

This is recognized by the rational education of our day. In its earlier work, in kindergarten and primary school, it addresses itself with equal insistence to the various life-utterances of the child. It has ever in view the whole being of the child. It trains the intellect, the sensibilities, the will, and the hand; teaches him to see, say, choose, and do. It does this, perhaps at first, chiefly with reference to individual aims; but it directs these steadily more and more into social channels.

Later on, in more advanced departments of instruction, it differentiates more and more distinctly, follows inclination and aptitude, develops talent, and matures genius. Yet it guards against one-sidedness, makes art, which needs the hand, an element of classical culture, couples science with the laboratory, makes the essentials of all of these an important element in manual and technical training.

Thus, in each of these departments, pupils and students learn to sympathize consciously with all other departments, learn to appreciate intelligently the vital relations which, in the larger life of society and of humanity, make them interdependent and one, learn to realize their own powers and responsibilities with reference to the welfare of the whole—burning with the desire for self-expansion—and learn to make of themselves conscious factors in the progress of the community and of mankind as a whole.

Musical Instruction in the Schools. III.

By GEORGE WHELTON, Buffalo.

The defects which I have already noticed, great as they are, sink into insignificance when compared with that of requiring grade teachers to give musical instruction in the public schools. This custom originated in the schools of an Eastern city many years ago, and is encouraged by the leading publishing houses of musical literature to increase the use of their books and charts in the public schools. For no other purpose would publishers support summer schools of music and employ, as teachers, supervisors of music in the public schools of cities where they desire to introduce their books and so-called systems, or methods of teaching. This method of teaching appears to be all right in theory; but, in practice, it is a most dismal failure. It is difficult to oppose because it appeals to the taste of ward politicians and gives them an opportunity to provide for musical friends desirable positions, as special teachers of music, that interfere but little with other occupations in which they find it advantageous and profitable to engage.

Not that all special teachers are so engaged, but many of them are. Supervisors of music do not, as is generally supposed, teach music in the schools. A few of them do sight-singing with the completion of the grammar grade, and should do so, because many children leave school at that time and do not enter the high school.

But how should this work be graded? Assuming that there are nine grades below the high school, the instruction in the first and second grades should be limited to rote singing. The best singers among the teachers should be assigned to these grades in order that the children may always have correct examples for imitation. In the third grade the study of notation should begin, not by teaching scales, but the representation of tones by notes and the memorizing of intervals. As soon as the scholars are able to sing ordinary intervals and easy melodies in this way, the study of rhythm, or beating time, should be entered upon. The ability to beat time correctly depends upon what might be termed a mathematical appreciation of rhythm, and is one of the most important things to be accomplished in the musical education of children.

I care not how much a man may know a theory, harmony and composition, or with what degree of facility he can run his fingers over the keys of a piano, if he is imperfect in rhythm he is unfit to teach music in the public

schools. One of the best ways of teaching rhythm to children is to let them hear music rhythmically played. A good pianist will do more in this way in one hour than can be accomplished in weeks by the use of the metronome. I take no stock in the *tā, tā, tā, tā* system of teaching rhythm to children and regard it as more of a fad than a scientific feature of teaching.

Notation, intervals, and rhythm, in connection with the fundamental principles of voice production and artistic singing introduced in grades one and two, should be continued thru the third and fourth grades, but the exercises should be limited to the key of C. In these grades there should be much singing and little theory, instead of much theory and little singing, as is too often the case in many schools. Theory first will never make singers of children; but teach them to sing and they will hunger for the theory that will make them intelligent readers of music.

The singing of two-part songs, which may be undertaken in the fourth grade, should be continued thru the fifth grade, together with the study of the several kinds of measure, or time, chromatic tones, steps and half steps and, in fact, all the theory necessary to a practical knowledge of music in the key of C. I desire to emphasize the word practical, because present methods give much theory that is neither practical nor necessary.

In the sixth grade should begin the study of the different keys. These keys should be taken up slowly, the representation of one key being well established in the mind before another is introduced. It is confusing to the eye and discouraging to the mind of a child to have all the keys thrown at him at once, notwithstanding this is one of the recent fads advocated in some of the modern systems of teaching. One would not think of teaching mathematics in this way, then why music? There has been too much of this kind of teaching in the schools already. The introduction and study of the different keys should be so continued thru the balance of the grammar grades that when the pupils are ready to enter the high school they will have covered all the theoretical ground necessary to independent sight singing, and have learned to use the voice in a correct and artistic manner. If, at that time, they leave school their musical education will be as complete as our public school system should be expected to give; and, if they do not, they will be prepared to take their places in the grand chorus of the high school.

The instruction should be so graded as to introduce the bass staff as soon as boys' voices begin to change. A boy in his teens will sing a low part from the bass staff with more interest than he will sing the same part written low in the soprano staff. Part singing should be encouraged in the higher grammar grades, partly to interest the children and partly for ear training, and the voices should be so classified into first and second sopranos, and altos, or, if the boys' voices have changed, bass for the lowest part, that singing will be attended with the least degree of friction on the mucous membrane of the throat. Loud singing should be discouraged and constant care should be exercised to preserve quality of tone, and to guard against throat strain resulting from a too vigorous use of the voice. The singing of the boys should be confined to the head voice as far as possible until the voices begin to change, when they should be allowed to sing neither high nor loud.

The course of studies in each grade should be so arranged that the singing lesson would not come at an hour when the pupils feel pressed for time to prepare for recitations. This is one of the chief obstacles encountered in teaching music in the schools, especially in the higher grades. If pupils are forced to lay aside their books and pay attention to the lesson in music, they are in no frame of mind to sing and the lesson does them little good.

As has been already stated, the theoretical course of instruction in music should be completed in the ninth grade, so that the singing in the high school would be general chorus practice and the study of glees and part-songs for commencements and other exercises of a special

character. In training the eye to the representation of pitches, the use of a variety of signs or characters should be avoided, and the staff and notes alone be used. Key relationship and intervals are best established in the mind by the use of the syllable names *do, re, mi, fa, sol, la, ti, do*. In introducing these names, care should be taken to teach the proper adjustment of the mouth for the correct formation of each vowel sound, so this would naturally be acquired by imitation, if the teacher gave proper examples.

For Children Who Will Not Sing.

Children will be found in every school who, without being able to give any particular reason, are disinclined to sing. In many cases this disinclination arises either from imperfections in the anatomy to such an extent as to make singing a laborious effort, or to a diseased condition of the mucous membrane of the throat and nose which is aggravated by the increased friction upon these surfaces resulting from singing. The tendency to hoarseness and susceptibility to colds, so noticeable in many children, is an indication of these conditions. Whenever children show a decided aversion to singing, their cases should be referred to the supervisor of music, whose knowledge of physiology and anatomy of the vocal organs should be sufficient to enable him to determine whether this aversion arises from the conditions I have described, and if it does, such children should be permanently excused from singing.

Musical instruction in the public schools cannot be made successful unless the pupils are properly supplied with singing books. A book is as necessary in the study of music as in any other subject, but a musical library is not a necessity to supply a complete course of musical instruction for public schools. A chart and three books should be made to give, in a progressive manner, all the theoretical material for such a course and supply a large variety of music for practice and general use in schools.

In this briefly outlined course of musical instruction, no attempt has been made to give more than a general idea of a practical, progressive, economical system of teaching music, which, developed and carried out by a scientific teacher, would not fail to meet all the demands that can reasonably be made upon our public school system for the musical education of our children.

Frances Willard's Teaching Methods.

By JANE A. STEWART, Boston.

During Miss Willard's twenty-one years' lease of public life, she was singularly successful in drawing to her side numbers of school teachers and professors. Many of them left positions of prominence and fine salaries to follow her lead in the unpopular reform.

If one looks for the secret of her peculiar persuasiveness toward this high class of workers, the source is found in the fact that Miss Willard had herself run the gamut of a teacher's life. She knew well the responsibilities and the hidden discords which make the strain of a noble profession at times too difficult for weary hearts and brains. She had come upon the educational field in the glow of youth; had seen and had conquered. Many a prolific plan for character development and mental culture emanated from the overflowing treasure-house of her rich mind. For teachers more than for any other class of workers Miss Willard's keen sympathies were most readily enlisted.

People generally do not know the extent of Miss Willard's practical experience as an educator and the value of the methods she evolved. Few people do more or accomplish greater results, who make education their lifework. In a period covering sixteen years, she had thirteen separate seasons of teaching in six different towns. Eleven different institutions, ranging from ungraded public and private schools to the highest educational establishments, received her service.

In view of her wide and varied experience, a brief

résumé of her methods will be of wide interest to the teaching public and to all in touch with educational impulses which involves the rest of humanity.

Miss Willard began her career as a teacher at the bottom of the ladder. Her first work, it will be remembered, was at a country school near Chicago, but far enough away from civilization to include all the inconveniences and discomforts which a country teacher could endure. But not even the cold, rainy days, when the roof leaked, her desk grew wet, and she became completely chilled, besides having to walk home thru mud over her shoetops, could succeed in dampening her ardor and indomitable courage.

The rules for conducting a country school successfully, which she has given as a result of that first year's effort contain much that is suggestive. Here are some of them :

Never let your pupils feel that they understand you or know what to expect from you. Be a mystery to them. Invent punishments. Resort to expedients they least expect.

Demand implicit obedience in small as well as in great matters and never yield a point.

Introduce general exercises when practicable. This concentrates every mind on one idea, and when they all think alike by your command, you can do with them what you will.

Give pupils a good deal of outside information on all sorts of topics to liven them up all you can. Have them bring flowers and name the parts; teach them the bones of the human body; the rulers of all countries, and as many other things as I can think up; all this in concert. Say to them all of a sudden, "You see now I am talking, clap your hands together. Now I am silent. See how quickly you can fold your arms; be perfectly silent for one minute."

Offer no prizes. Read the record of the deportment and lessons once a week. Have classes toe the lines and put their hands behind them. Have No. 1 take the floor and call No. 2 to come, etc. Have them number as they take their seats. Make a specialty of map drawing. Practice reading classes in the sounds of the letters. Have them learn abbreviations, Roman numerals, words pronounced alike, but spelled differently, etc. Draw figures on the blackboard, and let the little children copy them on their slates, to keep them quiet. Let the little ones go out and play a good deal during study hours.

Call the roll at the close of school and have them report "Correct" if they have not been absent or tardy, then let the boy nearest the door go out when his name is called, and so on, having them leave one at a time that there may be no confusion.

Have the whole school read in concert from time to time. Make out a list of general questions for the whole school to answer, propound them to two divisions, if the house has four, and when they fail have the others respond, alternating in this way to stir their emulation and enthusiasm.

Make only four rules: Don't be tardy. Don't leave seats without permission. Don't be absent. Don't whisper; but wink at the last unless it becomes too palpable.

As is well-known, Miss Willard did not remain long as a teacher in a district or public school. Her unusual gifts of mind and heart brought generous recognition. Then, too, her natural longing to see something of the world; her great desire to study various educational institutions and methods; and her irrepressible spirit, restless with the knowledge of its powers, forced her onward and upward. From the district school she went to the public school in Evanston; thence to Kankakee (Ill.) academy, the Northwestern Female college, at Evanston; the Pittsburg (Pa.), Female college, the Grove school at Evanston, Genesee Wesleyan seminary, at Lima, N. Y.; and again to the female college at Evanston which became later the Woman's college, and a part of the Northwestern university with Miss Willard as its dean.

Originality of method characterized Miss Willard's work as a teacher in all its phases. Thoro disciplinarian she was, yet she also exercised a winning sympathy and a wholesome appreciation which evoked the most generous response from her enthusiastic pupils. Affectionate counsel, wise management, and right instruction were all combined to accomplish the dual object of a thoro education—culture of the heart and of the mind.

It was while a teacher at the Grove school, an un-

graded private school in Evanston, that she introduced the unique "Bank of Character," a method peculiarly illustrative of her purpose in ethical development. An account was opened with each student. By a system of cards of different values which were interchangeable as are banknotes (one of higher value being equivalent to several of a lower denomination), the plan was carried out. Every absence, tardiness, failure in recitation, case of whispering was subtracted from the bank account. So emulous were the children that the oldest boys and girls were as much on the *qui vive* to know their standing as were the youngest.

The school had many novel features among which was the custom of having the pupils write questions on the blackboard for their teachers to answer. In Miss Willard's view this turn about was fair play, stimulated the minds of all concerned, and added to the good will and confidence between teacher and pupil. Aside from the lessons, into which were introduced as much as possible of natural history, object lessons, drawing and gymnastics, questions were given out at each session, an account being kept of the answers and the pupils stimulated to bring in the largest number of replies.

One of Miss Willard's ideas as a teacher was to interest children in the history, poetry, and morals that are bound up in single words. Geographical words were thus analyzed, also important words occurring in reading and spelling lessons. In forming mental habits in composition, she tried to make subjects vivid and concrete, taking a topic with which the children were familiar, and drawing them out, or if their little minds were empty concerning some character or event, pumping in ideas by a familiar talk, and then asking them to write out what had been said. Her list of tabooed subjects included, Home, Hope, The Seasons, Spring, Beauty, Youth, Old Age, The Weather. In her studies of the literal meaning of words she found that children only ten years old could be greatly interested in words such as these :

Poltroon, supercilious, astonished, sarcasm, imbecile, affront, halcyon, fortnight, scapegoat, daguerreotype, mythology, disaster, asunder, apparent, sandwich, volcano, horse-radish, didoes, telegraph, surname, bayonet, vermin, currants, windfall, caprice, desultory, silhouette, miser, happiness, heaven, consciousness, enthusiasm, Paternoster.

Of her work in this school Miss Willard has characteristically said, "I have always thought that some of my most satisfactory teaching was done here and have cherished a warm regard for the bright and winsome pupils who helped me to succeed."

One of her enthusiastic pupils, now the wife of a college president, has said of Miss Willard :

"She was always planning for our happiness and would go to any amount of trouble to gratify us. Then she was always reasonable; she never insisted that a thing must be simply because she had so, but was perfectly willing to see and acknowledge it if she herself was in the wrong. Her ideals of life and character were very high, and she succeeded in inspiring her girls with a great deal of her own enthusiasm."

The record in her journal while at Lima, N. Y., and Evanston, gives glimpses into the way in which Miss Willard reached the hearts of girls placed in her charge, winning them to higher purpose and ideals by frank, elder-sisterly companionship.

The "Good Behavior Club," designed to supply needed culture in social etiquette, was a suggestive organization planned by Miss Willard. Teachers and pupils were all members and shared the offices.

Representations were given of all social observances from the White House reception to the morning call. Personations of distinguished characters added to the popular features. The club had its "Question Box" for replies to all queries and criticisms relating to care of the toilet, the etiquette of occasions, and the small, sweet courtesies of life. As a result of this sensible adjunct to the school curriculum, Miss Willard pertinently said : "Why it is not just as sensible to teach good manners as a theory and art as it is to teach singing, I cannot under-

stand. In a democracy like ours good manners ought to be a branch specially attended to in all the schools. Especially would I have it introduced into the public schools and continued thruout the course of study."

Most notable of all the methods she evolved and the climax of her work as a teacher was the famous plan of self-government inaugurated at the Evanston Woman's college during her closing years of service as an educator. This plan it may be recalled, consists in the formation of Roll of Honor and Self-Governed Societies, by the young women themselves, on the principle of rules only for the unruly and regulations for the irregular. After a month's probation each pupil who had proved herself worthy became a member of the Roll of Honor, and was trusted accordingly, rules being made only as they were absolutely needed. Those who during the entire term had not been conditioned (by a single reproof) were promoted to the self-governed society with almost all the privileges of teachers—a much coveted honor. Character and not scholarship was the requirement. Each society met and decided as to the merit and demerit of its own members and made pledges as to its conduct, the members sustaining each other by the united effort to contribute to the good order and quiet of the school. It is significant that at the close of the first year, twelve young ladies were on the self-governed list and all the rest were on the roll of honor.

On her entrance a little later into public life, the equipoise, the patience, and the knowledge of human nature gained while a teacher came into active play. The original methods, ripened by years of experience as a successful teacher, were among the most potent factors which contributed to Miss Willard's later success as a reformer and philanthropist.



Fruit Trees.

By L. T. GRIFFIN, New York.

The value of fruit trees is in the fruits they bear. In a few, the wood is used as timber, mostly for ornamental purposes, but this is always incidental. Nearly all of them are cultivated. Generally they flourish thru a wide range of climate, but thrive best in certain limited sections. Fruits have been largely modified by cultivation and are still steadily improving. This is principally because the best varieties are selected, while the trees which bear less luscious fruits are cut down. But in many, the process of improvement is also aided by grafting. Natural selection and grafting combined have developed many fruits so far away from their primitive form as to leave barely a hint of their origin. Fruit trees are nearly all deciduous and have hard woods.

Classes.

Fruit trees are classed according to the form of their fruit, and its manner of growth. It varies thru a wide range from the small cherry, with its tough skin, juicy pulp, and hard stone in the center, to the Citrous family, fruits with their pulp arranged in sections and the juice held in "bottles," while the seeds are packed in the pulp almost at random. The most important classes are the Apple family, including the Pear; the Plum family, with the Cherry and the Peach; the Citrous family, the Orange and Lemon; and the Fig. Each of these grows in some way different from all the others.

Blossoms.

All our common fruits belong to the Rose family (*Rosaceae*), plants which have a showy blossom of the form of the rose. The distinctive features of the roses are the highly colored petals, set commonly in one circle, or whorl, but sometimes in a number, with the stamens and the pistils within, and they are surrounded by an insignificant little green calyx which commonly remains attached to the fruit. The "bloom end" of the apple and pear shows the dried calyx most clearly. The blos-

soms are almost invariably perfect, and many require the aid of some insect in fertilization.

Fruits.

The first family of fruits is the *Pyrus* or Apple family (*Pyrus malus*, etc.). Its best representatives are the apple and the pear. This fruit is produced by an enormous increase of the top of the stem and the ovary which surrounds the seeds. At first it consists of a woody substance only, but as the seeds mature, the hard woody material (largely cellulose) is replaced by a soft pulp which consists mainly of water, but which carries some acid in solution. The whole is disposed in layers divided just as the parts of the flower itself. This may be clearly seen by cutting a thin slice of an apple across just above the core, and holding it up toward the light; divisions corresponding to those of the blossom will be seen.

The pear grows precisely like the apple, only more elongated, and enlarged at the outer end. Its fruit is softer and the acid in its juice is more like sugar, often consists mainly of sugars. The purpose of the apple and the pear in the economy of nature is to furnish a means of scattering the seeds and of fertilizing the spot where they germinate. This is accomplished by the soft mush produced from the fruit as it decays. The fruit is of value also by attracting animals, and so scattering the seeds, many of which pass thru their intestines uninjured.

The crabs, both the native or wild, and the Siberian, are apples. They differ only in not growing as large; but they are somewhat harder, and the trees commonly bear larger numbers. Indeed, many botanists think that all the apples are modifications of the common wild crab, produced by cultivation.

The apple and pear require grafting, that is, making the branch on top of the tree a growth of the species whose fruit is desired. The process consists in setting a shoot of young growing wood into the split stump of a trunk or branch from which the top or limb has been sawn. To succeed, care must be taken to bring the inner bark of the shoot into exact contact with that of the stump, and this is usually secured by setting the shoot crossing a little. Some protecting substance, commonly wax, is then put over the wound to keep air and moisture out until it heals. The shoot and stump soon grow together, and after a few years, the wound is entirely covered so that the two parts grow as one. The branch on top then bears the same fruit as the tree from which it was taken; otherwise the fruit goes back to some ancestral form and is commonly valueless. The pear ungrafted is also covered with thorns; grafted, it is free from them.

The drupe (stone fruit) is the second class of fruits, best represented by the cherry. It contains a single seed whose covering is very hard, and this is surrounded by a juicy pulp which shows no sign of divisions. There are many varieties of the cherry ranging all the way from the very small and intensely sour pin cherry, and the bitter wild black cherry, to the large luscious "Ox-hearts."

Plums differ but little from the cherry; but most of them are larger, have a more dense pulp and show divisions more or less marked. Olives grow the same as plums.

Peaches grow in exactly the same way; but the seed or stone is rough, and is attached to the fibers of the fruit. The rind of the peach, however, is not smooth, as in the cherry and plum, but is covered with a sort of down called the bloom, which is disagreeable to many animals, and is almost poisonous in its effects until the fruit has nearly ripened.

The citrons, of which the orange, lemon, and grape fruit are the most important species, grow with a very tough rind enclosing a soft juicy pulp. This is disposed in divisions corresponding to the parts of the flower, and it consists of an acid juice held in cells of tough fiber. The seeds grow attached to the straight fiber similar to the rind which runs thru the middle of the fruit.

(Continued on page 300.)

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING SEPTEMBER 23, 1899.

The Licensing of Teachers.

The problem of examining and licensing teachers has not been solved as yet in any practical way commanding universal approval. The committee appointed by the Department of Superintendence of the National Educational Association to present plans and suggestions for the establishment of equitable standards is at work collecting plans of licensing now in operation in various states, counties, and municipalities.

Two things seem to be evident: first, that great progress has been made in the recognition of professional studies as necessary to preparation for teaching; second, that the best plan is of no avail if it is not carried out in a professional spirit, by professional men, of a firm honesty and justice. In fact, it would seem that more depends upon the character of the examiner and the method of examination employed than upon the system itself.

When Richard Hardy was superintendent of the schools of Ishpeming, Mich., he was given absolute discretion in the appointment of teachers, the board simply holding him responsible for the condition of the schools and the results of teaching. If a teacher applied for a position Mr. Hardy visited her school and found out all he could about her character, her preparation, her private studies and success; that ended the examination. No more efficient, devoted, and satisfactory corps of teachers could be found anywhere than in that small mining town of the Upper Peninsula. To be sure there were only about sixty teachers, but results nevertheless furnished sufficiently strong proof of the superiority of sound professional judgment coupled with unwavering conscientiousness and a discriminating knowledge of teachers and teaching over any written and oral examination plans that can be devised. This, however, does not argue against fixed and clearly defined standards of qualification and a rigid classification of methods of examining and licensing. Such standards and plans are absolutely necessary.

New York city has probably the distinction of following the most complicated and cumbersome system of examining teachers to be found in America. We do not deny that it has several commendable features, but it is nevertheless objectionable, especially so far as a large school system is concerned, and we are glad that steps are being taken to modify it. Mr. Maxwell's intentions were all right in designing five licenses, one for a temporary certificate, a second for permanent employment, a special merit license (No. 2), a head of department license entitling the holder to act as assistant principal, and a principal's certificate. The objection to the plan lies in the requirements of *special examinations* for obtaining advanced standing.

After a teacher has earned a temporary license he ought to be able to secure a permanent certificate upon recommendations of the principal and the vis-

iting superintendents without being hauled up again before the examining board. Furthermore, "special merit" cannot be demonstrated by stretching the teacher upon the rack. Here also some trust ought to be placed in the combined judgment of the principal and the board of superintendents.

There is good reason for demanding a special examination of the teacher who aspires to a principalship, provided, of course, the test applied really brings out the candidate's fitness. The holders of certificates gotten in this way might then be called "heads of department" or "assistant principals" and given an opportunity to prove their practical ability for managing a school, in the same way that a teacher holding a temporary license must establish her claims to a permanent certificate.

THE SCHOOL JOURNAL will have more to say concerning some of the absurdities and injustices worked by the examination plan in New York. What has been stated here is sufficient to show that this city might well get along with two teachers' examinations for employment in the elementary schools, one assistant teachers' license, and one for principal's certificate. All the rest should be left to the principals and superintendents. This does not do away with the privilege of being examined, for those who claim to be unjustly treated by their superiors.

The board of directors of the National Educational Association has appropriated \$1,200 for a thorough investigation of the subject of school hygiene in accordance with a resolution passed by the National Council of Education. Two prizes are offered for essays upon two topics to be determined by the committee on school hygiene, of which Dr. W. T. Harris is the chairman. The first prize will be \$200 and the second \$100.

Mr. J. Hirst Hallowell, secretary of the Educational League of England, has been in this country for some time studying our school systems. His impression of American systems is a favorable one. He stated in a recent interview, that, in his opinion the public schools of England are at present better than the private institutions. All the English schools were either private or denominational prior to 1870, but since that time, half the children of school age have been brought into the public schools.

University extension is rapidly gaining ground on the Hawaiian islands. Many lectures have already been given in connection with the work, which is in future to be conducted under the auspices of the University club of Honolulu.

It is notable that in the coming month four presidents of the prominent colleges in New England are to be inaugurated. The institutions are Yale and Brown universities, and Amherst and Wellesley colleges. The inauguration of President Harris at Amherst, takes place October 11, that of Dr. Faunce at Brown, October 18, that of Miss Caroline Hazard, at Wellesley, October 3, that of President Hadley, at Yale, October 19. It is expected that President McKinley will be present on all of these occasions.

The announcement was made in a recent number of the *Berlin National Zeitung*, that Duke Joseph Florimond de Loubat, of Paris, has founded a professorship for Americans at the University of Berlin. The amount given is about \$70,000. The offer awaits the consent of the emperor.

The Busy World.

Gist of the Transvaal Dispute.

The Transvaal's answer to the latest note of the British cabinet is believed to mean war, as it is either an evasion or defiance of Great Britain's demands. Mr. Chamberlain's plan for improving the condition of the Uitlanders is rejected, but the Transvaal offers to refer the matter to arbitrators. This is not satisfactory, as arbitration is arranged between independent powers, and Great Britain claims suzerainty over Oom Paul Kruger's domain. To admit arbitration would be to acknowledge the republic's independence.

The points in dispute are the following: Great Britain claims suzerainty over the Transvaal under the terms of the convention of 1881. The Boers dispute the claim, as the word suzerainty does not appear in the convention of 1884. They say that the omission was deliberate; the British that the queen's sovereignty was understood, tho not specified.

Again Great Britain demands increased facilities for naturalization of Uitlanders. At present they must renounce allegiance to their former government, and, after twelve years, if they have the affirmative vote of three-fourths of the burghers of their district, they become citizens of the South African Republic. At one time the Boers offered to reduce the term of probation to five years, but now it is said they hold out for seven years.

Great Britain demands that the Uitlanders have a share in the election of the president and that there be increased representation in the gold fields. The Boers say they will concede these points, but Great Britain wants to be assured that they will be given in good faith. The Boers want Great Britain to renounce the claim of suzerainty; Great Britain refuses even to discuss this question.

The British Army.

It is said that in case of war in South Africa the British army would show as fine a state of readiness and efficiency as the British navy did when the famous reserve fleet was summoned. Unreadiness and disorder have not been characteristics of the army in recent years. Lord Kitchener's campaign against the Khalifa was probably as perfect an example as the world has ever seen of complete preparation and successful execution. Continental Europe, that looked upon a standing army of less than 250,000 men, scattered about a world encircling empire, as ridiculously small, is beginning to see its mistake. In Germany and France military men are asking themselves whether it may not, after all, be possible that a small army of volunteers, enlisted for long terms, many of them practically for life, is not more efficient than a big army composed of short term conscripts.

Captain Dreyfus Set Free.

The French cabinet held a meeting on September 19, after which the premier signed the pardon of Captain Dreyfus. The announcement caused little excitement, as the government had forestalled criticism and possible rioting by giving two days' warning of its intention. Foreign nations, too, while they do not consider that this does the prisoner full justice, see that this is an easy way out of a difficult situation. The friends of Dreyfus will undoubtedly seek to have his good name rehabilitated, but the campaign for vindication will not arouse the storm caused by his imprisonment. It is said that the Dreyfus family will reside for the present at Folkstone, England.

The Trust Conference.

The question of trusts has become one of vital interest, but there is great difference of opinion as to just how and how far these gigantic combinations should be restrained. A trust conference of leading men from all parts of the country, just held at Chicago, discussed the

subject in all its bearings. W. Bourke Cochran, of New York, maintained that the trust was to be upheld because it reduced prices. To this W. J. Bryan replied by denouncing trusts as an unmitigated evil. He held that state and federal control of trusts was necessary, and favored national licenses under rigid conditions that would bar stock watering and compel publicity of trust operations.

Another Great Fighting Ship.

The new battleship Kearsarge, the first war vessel ever built with superimposed turrets, and the largest ship in the United States navy, arrived at New York September 17. The ship was sent to New York from Newport News to be put in dry dock and cleaned preparatory to her trial trip on the Cape Ann course. On the trip from Newport News the Kearsarge made thirteen and a half knots an hour under natural draught; her engines worked perfectly. On her trial trip the vessel must make sixteen knots an hour for four hours or forfeit \$25,000 for every quarter knot she misses, or receive a like bonus for every quarter knot she makes in addition. She will carry, when fully equipped, four 13-inch, four 8-inch, fourteen 5-inch, and numerous smaller guns.

Enemies of the French Republic.

The senate of France met as a high court of justice September 18, to try twenty-two politicians, including de Monicourt, Deroulede, Marcel-Habert, Thiebaud, Baron de Vaux, and Jules Guerin, on a charge of conspiracy against the government.

The indictment stated that inquiry had shown that there had been in existence a conspiracy to change the form of government, to which the disorders of last February were due. In this conspiracy members of the League of Patriots, the Anti-Semitic League, the Society of Anti-Semitic Youth, and the Royalist party were implicated. All the societies mentioned, since 1898, it was pointed out, had abandoned electoral action for revolutionary action, and the League of Patriots openly pursued the object of overthrowing the republican government by seeking to secure a union of rioters and troops in the street.

The indictment referred to the Royalist League and said that, tho the idea of monarchic restoration appeared inconceivable, this organization had played a prominent role in recent events, its leader being the duke of Orleans himself; also that the Royalists led and paid the mob to insult President Loubet on the day of his election. The culminating point of the Royalist conspiracy was reached Feb. 23, when M. Deroulede made his notorious attempt on the Place de la Nation to induce a brigade of infantry to march on the Elysee Palace. Everything was prepared to carry out the Royalist plan that day and the duke of Orleans was waiting at Brussels the signal to go to Paris. Since then the conspirators have made various attempts to carry out their scheme.

A Protest from China.

The Chinese government, thru Wu Ting Fang, its minister at Washington, has filed a protest at the state department against the order of Gen. Otis excluding Chinese from the Philippines. It is contended that Gen. Otis' order is contrary to international law, in violation of existing treaties, and in disregard of the friendly relations which have so long existed between the two countries.

China points out that she has welcomed the recent advent of the United States into the affairs of the Far East, and has hoped that this step would prove a further bond and extend the relations between the two countries, particularly in their neighboring possessions. The order was issued some time ago without direction from Washington, and apparently as a military necessity, tho the Chinese government declares there is no such military necessity, but that, on the contrary, the Chinese have rendered valuable military assistance.

Letters.

General History Outlines.

One fall my general history class with whom I used Swinton's text-book, seemed unable to comprehend or master their lessons, however carefully discussed. They could recite whole paragraphs by heart and verbatim, but had no power to extract leading thoughts or make summaries. I began to have the class read a paragraph and then placed my outline on the board; after re-reading the paragraph and comparing with my outline the pupils were asked to construct their own outlines of paragraphs, in their text-book. They were impressed that the essential point was to select the leading thought in each case. Their outlines were then erased and new ones substituted which were approved by the class.

The next advance was to assign the day previous a paragraph to each pupil, requiring each to prepare outline to put on blackboard before recitation time. This was difficult for them and for a time required much personal assistance and encouragement. Criticisms on each other's work would be called for and under this the pupils developed rapidly.

The last step was to call for the five important points of a lesson from each pupil, and the discussion of what they offered. The five best outlines were placed on the board, and remained there until the next day. The class made rapid progress, with keen outlook for leading points.

Our later work, not being impeded by the technicalities of the lesson was mainly on causes and results, prominent characteristics of great men, comparison of different kinds of government with each other and our own customs and social habits, geography, mythology, legends, and all pertaining to subject under discussion. Pupils were required to make and keep an outline book, which I occasionally examined. Five to ten minutes drill each day on outlines left the rest of the time open for other work. My class became earnest seekers and enthusiastic in the field of history, and one day came in a body to thank me for the pains I had taken to teach them how to study.

MRS. E. P. POWERS.

Colorado.

Punctuality: A Helpful Device.

Punctuality and regularity in attendance are very desirable in any school. Good deportment is a prime necessity. If these are secured, they have a direct influence upon scholarship. Any device used to secure these fails after a time, to produce the best results. Children like a change, and they enter into a new arrangement with fresh interest.

This plan has been successfully tried. Each room, or grade, or class sends to the principal weekly a report as follows:

- | | |
|-----------------------------|-------------------------|
| 1. No. registered. | 5. Time lost. |
| 2. No. of days absence. | 6. No. of times tardy. |
| 3. Per cent. of attendance. | 7. Time lost. |
| 4. No. of dismissals. | 8. Deportment of class. |

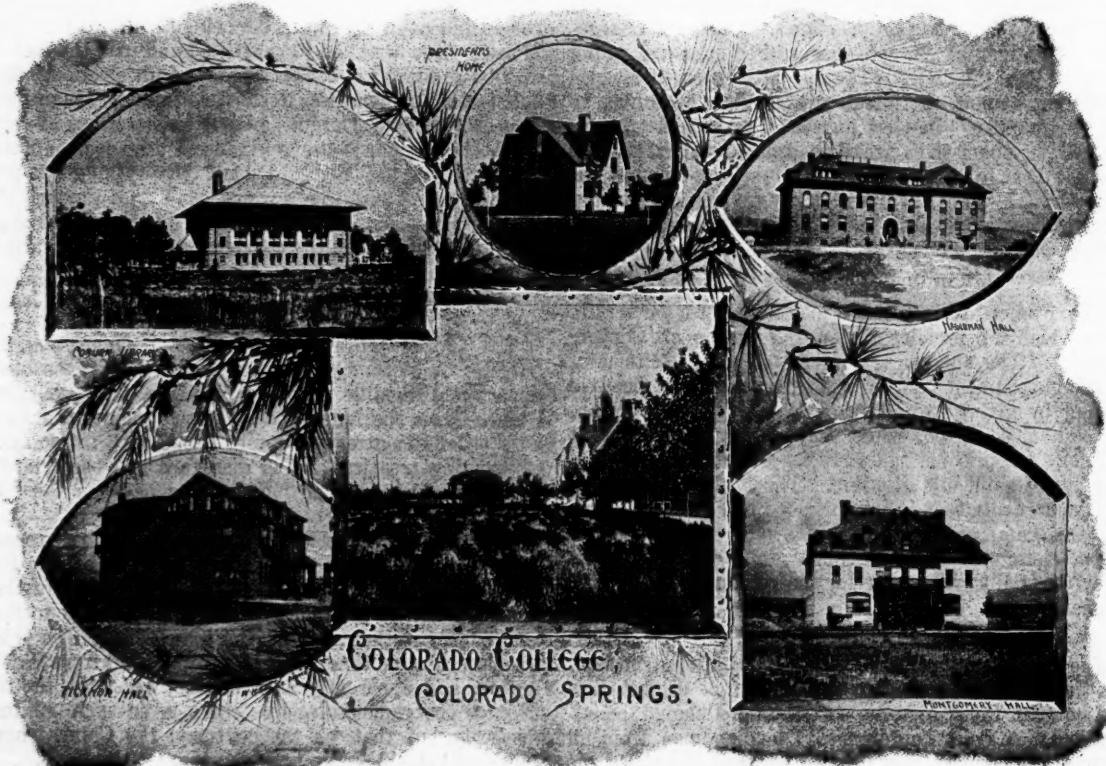
The announcement of the banner class is made on the following Monday. Each pupil feels a keen responsibility to see that all pupils are regular and punctual. Those living in the same neighborhood are watchful of each other. To add to the interest a suitable reward may be given to the banner class. A quarter holiday may follow the securing of the best record for a certain number of weeks. A silk banner properly inscribed may become the property of the banner class to be held until secured by some other class. To arouse an interest in school-room decoration, a picture may be offered for the best record for a certain number of weeks. If properly managed there will result a healthful strife for honors, and its influence will be felt for good in every department of school work.

W. H. BENEDICT.

Elmira, N. Y.

Wanted!

Wanted, men and women with a genius for work. It is well that they should have talent, it is well that they should have training, it is well that they should have good character, but if they do not know how to work, and have not an abiding zeal for work, their talent, training, character, will count for little towards that subduing of the earth which God had in view when he gave the world to man as the scene of his present activities.—*Chicago Advance.*



The Educational Outlook.

New Quarters for the School of Pedagogy.

The School of Pedagogy of New York university has, since the erection of the new university building at Washington square, occupied a part of the tenth floor. During the last two years, however, these quarters have been so completely outgrown that it has become necessary to provide for the enlargement of the school and to give it a permanent and independent location. Thru the efforts of Dean Shaw and the friends of the school, the whole of the ninth floor of the university building has, during the summer, been prepared for the occupancy of the school. Office rooms, a large library, eight lecture rooms—two of them suitable for large public gatherings—and five rooms for the laboratory of experimental psychology are thus placed at the disposal of the school.

This change makes a new epoch in the history of the school. The pioneer in the effort to raise the teaching profession to the same level as that of medicine and law, the School of Pedagogy has had the satisfaction of seeing the growth of the idea which it embodies demonstrated by the widening of its own influence and by the rise of similar institutions in all parts of the country. The aim of the school has never been to give a normal training in the narrower sense of the term. It seeks to train experienced teachers not in the subjects in which they give instruction, but in the fundamental principles which lie at the foundation of all educational practice. Its aim is thus to reach trained educators and render their work that of a professional class. The success with which this ideal has been attained and the hearty support of those who are interested in the higher education of teachers is now exhibited in a more obvious form than ever before.

During the vacation Dean Edward R. Shaw has been visiting schools, universities, and libraries in Germany and Switzerland. In addition to general observation on school equipment and methods he has been gathering material for a work on school hygiene which is to constitute one of Kellogg's "Teachers' Professional Library" series. This will add new interest to his course in school organization. He brings with him also a collection of volumes for the library, containing among others some valuable pedagogical works which he secured in Germany.

Professor Weir has also been abroad, spending most of his time at the universities of Berlin, Halle, and Jena. He has devoted himself to the study of German schools and to the collection of new historical matter. Professor Buchner conducted a largely attended class at the summer school at University Heights. Over forty students were registered in this course. Besides this he has prepared reviews and other work for publication. Professor Judd has been engaged on a monograph in pedagogical psychology which will treat the problem of bodily movement and its relation to mental development and education. He also announces a new course of lectures on genetic psychology. The comparative method will be adopted and animal psychology, anthropology, the study of child life so far as such study conforms to the canons of scientific induction, and the facts derived from the psychology of adult life, will all be drawn upon as material for the discovery of the principles of mental growth.

Knew What was Needed.

An interesting story was recently told by Dr. Nathan Wood, at the festival of the New England Suffrage Association, bearing on woman's ability as members of school boards. He said: "I happen to be a trustee of Vassar college. At first I shared, with all my fellows, the old-time feeling about its not being quite possible for women to be dignified and intelligent in the business matters of a corporation that should manage a great institution. . . . The alumnae of Vassar finally persuaded the trustees to let them nominate three women to be fellow trustees with us. There were twenty-seven of us on that board of trustees. . . . We had before us a grave problem, as the city of Poughkeepsie had determined that we must do something about the sewerage of the college. We had spent money, and money, and money, in endeavoring to remedy its defects, but the city still followed us up and threatened us with suits. . . . We were at our wits' end, when a woman got up in the board, and in a very simple and modest fashion said: 'Gentlemen, I think if you would follow this plan you would succeed.' And she went on and outlined a plan in detail, giving us specifications, probable cost, probable amount of time, just what would need to be done, all in the most methodical, business-like, and clear fashion that you can imagine. We all gasped. We saw at once that she knew what she was doing and that she was talking from actual knowledge of the facts, and we adopted her plan. That woman was Mrs. Ellen H. Richards, of the Institute of Technology."

President Jesse's Ideas.

Missouri university was formerly opened September 12 with an address of welcome to the students by Pres. R. H. Jesse. He thought every student should have a sweetheart if he could get one, in order to have the refining influence of female society; that young men were elevated and made better by the

companionship of good young women. Then he took up football. The students should pray for the team. "I see no harm in this; if the football team is a clean, honest organization it's worthy of your prayers." The professors are enthusiastic and will do all in their power to aid in the organization of the team for the season now opening.

North Dakota Teachers.

GRAND FORKS, N. D.—The 13th annual meeting of the North Dakota Educational Association will occur December 27 to 29 inclusive, at this place. The committee are making efforts to have the best educational speakers to be obtained and they will offer an excellent program.

The progress of this association has been unusual. In 1887 there was a membership of about thirty or forty; in 1889 the membership was over three hundred. Grand Forks offers a cordial welcome to all who can be present, and satisfactory accommodations will be given for the benefit of those who travel from a distance. The program in detail will be announced shortly. The officers of the association are president, W. L. Stockwell, Grafton; first vice-president, H. W. McArdle, Fargo; second vice-president, Ella M. Stout, Fargo; secretary, George Martin, St. Thomas; treasurer, G. S. Berg, Larimore.

"Judgment of Paris" for Lasell.

BOSTON, MASS.—"The Judgment of Paris," a most notable picture by Miss Elizabeth Gardiner, has been presented by the artist to Lasell seminary at Auburndale. The artist was graduated from this school in 1856. She studied art later and while in Paris was a pupil of Bouguereau. Miss Gardiner became a most thorough master of Bouguereau's technic and expression, and a few years ago she became his wife as well.

The well known tale of the gift of the apple to the most beautiful is charmingly expressed in the painting by three little girls as goddesses, and a boy as the Trojan prince. The painting is a finished example of Bouguereau's style and conception, and won admiration wherever exhibited. Mme. Bouguereau has exhibited constantly in the Salons and is the only American woman who ever received a medal from this association.

Honors to Edgar Allan Poe.

CHARLOTTESVILLE, VA.—Formal exercises will be held October 7 by the Poe Memorial Association of the University of Virginia, at the unveiling of Zolnay's bust of the poet. This date is the fiftieth anniversary of Poe's death. The address will be made by Mr. Hamilton W. Mabie, and a poem by Robert Burns Wilson, of Frankfort, Ky., will be read. A Poe symposium will take place in the evening, when William Fearing Gill, of Paris, will speak. Invitations have been sent to literary people all over the country, and a most notable gathering is expected.

A Diploma Stolen.

PHILADELPHIA, PA.—Samuel Tompkins, a graduate of the Central high school last June, has had his diploma stolen. A mistake was made in writing out the document, and Tompkins returned it to have the necessary corrections made. A young man called for it, ostensibly from the board of education, and the diploma was given him without question. He has not been heard from since, altho it is thought he attends some Western institution, having entered on the strength of the stolen document.

Progress in Pittsburgh.

PITTSBURG, PA.—The new administration starts out auspiciously. Supt. Andrews began by having the Central board of education abolish the examinations for admission to high school in history and geography, maintaining that teachers should have more freedom in their teaching of these branches, to the end that better, broader, more truly educative work might be done.

The superintendent's latest move is to have the city teachers' institute held on consecutive days, instead of following the plan of the former superintendent, which was to have the sessions held on five Saturday forenoons distributed throughout the school year. The institute met on the 9th, for organization, and elected as its executive committee Principals R. R. Dewar, J. K. Ellwood, J. P. Stephens, and G. W. Kratz. This committee is in hearty accord with the ideas of the superintendent, and is now negotiating with some of the leading institute instructors or the country, with a view of securing the best material available for service at the next institute. One subject to be discussed is child study.

Other and greater improvements are contemplated, and the outlook for educational progress in Pittsburgh is brighter than ever before.

Ex-Supt. Luckey is reported to have removed to Frederick in his native state of Maryland.

THE SCHOOL JOURNAL

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In and Around New York City.

The school children of New York city will take an active part in the Dewey celebration. Three thousand of them will be grouped on a stand at 72d street, dressed in the national colors. At the City Hall there will be about two thousand more children who are to sing the national anthems in which they are already being drilled by Frank Damrosch.

The New York Educational Council will hold the first meeting of its fourth year in the Law room (No. 1), New York university, Washington square, New York, Saturday, September 23, at 10.30 A. M. Topic—"How may we lead our pupils to reap the greatest benefits from the patriotic events of the current month?" The second part of the meeting will be devoted to the election of officers for the ensuing year. A full attendance is desired. **JAMES M. GRIMES, Secretary.**

The committee on evening schools for Brooklyn met Sept. 11, and decided to open the evening classes Oct. 9. There will be ninety sessions in all, the classes being open five days each week. Registration will begin Sept. 25, and continue for two weeks.

Pres. Robertson, of the Brooklyn school board, has advised Mr. Maxwell, of the finance committee of the board of education, that \$303,294 will be necessary to meet the increase in salaries for the regular teachers during the coming year.

The board of education for the borough of Queens will build in the near future a high school for negro pupils only. It is to be erected at South street and Sutphin Place, Jamaica, L. I., at a cost of \$7,000. This decision is the outgrowth of the recent controversy over the admission of colored pupils to high schools for white children.

NEWARK, N. J.—Mr. Walter W. Shaffer, has been selected as principal of the new Seventh avenue school. He will assume his duties, Sept. 25.

Among others appointed to important positions are Wayland E. Stearns, as principal of the high school; Mr. W. S. Willis, as principal of the normal and training school; and Mr. Carliss F. Randolph as head of the Fifteenth avenue school.

Most of the sittings in new schools and additions have been filled, and probably half-time sessions will be necessary in some sections. It is estimated, the total attendance, when the work is fully started, will be more than 30,000.

Superintendent Jasper Reports.

Supt. Jasper has reported to the school board for the boroughs of Manhattan and the Bronx that the total registration the first day of school was 237,073, and the total attendance 210,692. The number refused admittance for lack of room was 2,895. There were, however, more than 20,000 vacant sittings in the schools. As soon as the buildings on St. Nicholas ave., 126th st., and West 10th st. are ready, 750 children, sent away from primary schools No. 10 and No. 54, can be accommodated. All those not admitted will be redistributed and provided for.

The schools will have a holiday September 29—the day of the naval parade.

The board of estimate will be asked to appropriate \$1,500,000 for new school sites and buildings.

To Relieve Crowding.

Plans are being rapidly matured to provide for the children refused admittance at the opening of the city schools. The parents of such children will be informed of the nearest school where there are vacant sittings. For children under eight years of age half-time classes will be established.

The Normal College.

The work at the Normal college opened Sept. 14, with 2,662 students. This is an increase of 150 over the opening enrollment last year. The number of new students is 707. There are now eighty-three instructors in the college.

The Latin and English departments here re-separated. The curriculum has been changed to conform to the law passed in 1895, requiring that normal students shall spend the last year of their course entirely in the study of pedagogy. The time devoted to Latin, history, and English has been increased, while the course in mathematics has been somewhat shortened. Normal graduates have been uniformly successful in their work, and take honor places at the city examinations.

The Prang Normal Art Classes.

The Prang Normal art classes in New York reopen for their sixth year Saturday, October 7, at the Normal art class studio, 3 West 18th street. These classes now prepare students for certificates, and have well-arranged courses of study for this purpose.

The classes will again be conducted by Miss Elisa A. Sargent, who will call to her aid a number of the leading art educators for the presentation of leading topics in methods of art instruction. Miss Sargent brings fresh inspiration to her work from her recent trip to England, where she has visited not only cathedrals, but also colleges, museums, and art galleries.

Manhattan Evening Schools.

An evening school for girls has been opened at public school 49 on East 37th street. Other evening schools which began work September 18, are situated at 116 Henry street, 203 Rivington street, 29 King street, 239 East Houston street, 335 West 47th street, 344 East 14th street, Mulberry and Bayard streets, 225 West 24th street, 176 East 115th street, 226 East 57th street, 157th street and Courtlandt avenue, 186 Seventh street, and 93d street and Amsterdam avenue.

The evening schools for men and boys opened also September 18, and are situated as follows: 30 Vandewater street, Chrystie and Hester streets, 212 West 13th street, Stanton and Sheriff streets, 330 5th street, 357 West 35th street, 8 Clark street, 235 East 125th street, 225 East 23d street, 129th street and Amsterdam avenue, 104th street and Amsterdam avenue, 317 West 52d street, 157th street and Courtlandt avenue, 220 East 63d street, 1st avenue between 85th and 86th streets, 42 1st street, and 216 East 110th street. Besides these there are the New York, East side and Harlem evening high schools for men and the evening high school for women.

The Harlem evening high school begins its session September 25. The hours are from 7.15 to 9.15 P. M. A student may choose any two of the subjects offered, devoting an hour to each. Entrance examinations are now required and the candidate must be at least fourteen years of age. The following branches are offered: Latin, chemistry, mathematics, English grammar, rhetoric, composition, book keeping, English literature and oratory, modern languages, free-hand drawing, architectural and mechanical drawing, phonography, anatomy, physiology, history and political science. Certificates from any public school will be accepted in lieu of examinations.

From Jersey City.

JERSEY CITY, N. J.—The public schools commenced work again September 11. The opening had been delayed one week owing to the failure of the city finance board to appropriate funds for the earlier completion of the school repairs. The total registration was 23,691 or 1,679 more than last year. Of new pupils their were admitted 2,579, the larger portion of these being put in half day classes. Only 101 were refused admission for lack of room, and seats for these will probably soon be found.

Much favorable comment is heard for the present board of education, owing to their independence and fair dealing in the matter of appointment of new teachers, a rule having been passed and strictly adhered to that merit wins.

The sum of \$152,000 has been appropriated by the board of finance for the erection of a new school in the Greenville section in place of No. 20, which was burned last year.

At the annual meeting and dinner of the Jersey City male principals, held Tuesday evening, September 12, George H. Linsley, was elected president, Edward Kelly, vice president, Wm. J. Tuers, secretary, and F. W. Eveleth, treasurer.

Philadelphia School News.

PHILADELPHIA, PA.—A communication has been circulated, giving directions for music instruction in the elementary schools of this city. Mr. Enoch W. Pearson, the director, is making an effort to systematize the work so that the advancement shall be regular thru the successive grades. The teachers will meet the director at regular meetings for more specific information and discussion.

The primary grades in the Belmont and E. Spencer Miller schools have been changed causing much confusion. The children are unable to find their way to and from school, and the residents in the neighborhood have asked to have the previous conditions restored.

Due to a new ruling of the board, children who have been detained from school by sickness or other valid reasons, just before the close of school, cannot be promoted on their term averages as formerly. They must be present at the final examinations. This ruling has caused indignation both among parents and teachers.

Parents are complaining of the deficiency in school supplies. Owing to the inability of principals to furnish these, the parents have to purchase nearly everything required by the pupils. Last term the school officials experienced great difficulty in organizing new schools on this account. For the present year, the board asked for \$170,000 for supplies, but only \$150,000 was appropriated. For each of the last four years the city council has cut this item \$30,000 to \$40,000, and yet it is a stringent rule of the board of education, that no child shall be required to purchase any book except to replace a lost or damaged one.

PHILADELPHIA, PA.—Eight new public schools have been opened in the most densely populated part of this city. The buildings are models of their kind and will accommodate 18,000 pupils. The schools of Philadelphia now have capacity for more than 250,000 pupils, and it is expected that 238,000 will be enrolled. September 29 will be a holiday in honor of the Dewey celebration.

PHILADELPHIA, PA.—The enrollment of pupils in the public

schools has not yet been tabulated, but it is probable that it will reach a total of about 150,000. The enrollment at the Central high school is nearly 1,400; at the High School for Girls about 2,700; at the normal school, 600, and at the two manual training schools, 700.

School Affairs in Chicago.

CHICAGO, ILL.—The public schools opened this fall a week later than usual owing to the straitened condition of finances. The attendance, which amounts to over 230,000, is slightly larger than last year. This requires increase in the number of double-session and half-day classes. When the new John Spry school, Southwest boulevard and Twenty-fourth street, the George Dewey school, Fifty-fourth street and Union avenue, and the Winfield Scott Schley school have been completed they will relieve the crowded condition in the districts in which they are situated.

The manual training departments have a larger attendance this year than last. Supt Andrews plans to have each school district supplied with a thoroly equipped manual training department. Last year there were work benches in thirty-four schools and each pupil was given the privilege of attending these classes. The enrollment last year was 15,000.

It is also planned that in the near future each primary school shall have a kindergarten. The kindergarten enrollment last year was 7,241. The John Worthy school at the Bridewell, enrolls in the vicinity of 800 pupils. The number of pupils registered at the school for deaf children is about 175.

Supt. Andrews is in favor of making a change this year in the system of supervision, so as to place high and grammar schools under the same district superintendent.

Two sites for truant schools are being considered by the compulsory education committee. One is a forty-acre tract east of the Bowmanville school. The second, consisting of eighty acres, is bounded by Cottage Grove avenue, Eighty-third street, St. Lawrence avenue, and Eighty-ninth street.

At the last meeting of the board of education it was announced that D. W. O. Krohn had withdrawn his application for the principalship of the Chicago normal school, and Prof. Giffin was given charge for an indefinite period. The salaries for normal instructors was fixed for the coming year. The committee on school management decided to open the night schools November 14 to continue till December 23. The opening has been delayed due to lack of funds, there being only \$23,000 available for this purpose.

CHICAGO, ILL.—By order of court, the board of education has received the sum of \$10,613, which was deposited in the Chicago National Bank, by the board's former secretary, Mr. W. A. S. Graham.

BURLINGTON, IOWA.—Burlington institute has come under the management of the University of Chicago. Pres. Harper, of Chicago, in a conference with the trustees of the Burlington institute, agreed to take charge of the institution on condition that they guarantee \$2,000 per year for its support. Three new instructors will be employed. Pres. Harper was elected a trustee and member of the executive committee.

CHICAGO, ILL.—The drawing teachers of the public schools met September 13, and discussed the work for 1896-1900. Text-books will be little used this year. Drawing out-of-doors will be kept up as long as the weather permits. The exhibition of children's work began at the Art institute September 14, and occupied three galleries. A special number of the drawings have been selected to be sent to the Paris expositon.

CHICAGO, ILL.—A new building is to be erected to relieve the Springer school. Architect Mundie has advertised for bids for a twenty-room building, at Calumet avenue and Forty-first street, to cost about \$80,000. It is to be English Gothic in style, three stories and basement, constructed of dark red brick, with stone trimmings. The heating plant is to be in a separate building of similar construction. The building will be erected after the most modern ideas. Bids for the Doré school, will be opened at the next meeting of the committee. This is to be a twelve-room building, to cost about \$55,000.

Several sites are under consideration for new parental schools, which the committee are very anxious to build as soon as possible.

CHICAGO, ILL.—This city needs more school accommodations badly. According to the new tax law there will be a probable return of \$400,000,000 assessed valuation, of which sum the board of education claim \$10,000,000, this being the legal limit of 2.5 per cent. for building purposes. The city council has, so far, appropriated only \$1,500,000, an altogether inadequate amount. A member of the building committee has stated that more than 30,000 children will have to be accommodated this coming year in rented buildings, or by half-day sessions. Present necessities require more than four times as much as has been voted.

Changes in Michigan.

Michigan is noted for changes among her school men, but the new year just opened probably sees more new faces in the school-rooms than for a long time before. All lines and grades of work have been affected, but superintendencies and principalships have been the most common changes. One interesting thing noted is the way principals have succeeded superintendents, one notable change in the reverse order being Supt. J. H. Beazell's change from the Port Huron superintendency to the principalship of the Detroit Central high school. Mr. Beazell was succeeded by Supt. Walter H. Lewis, of Otsego.

Prin. Whipple, of Port Huron, leaves the work and is succeeded by Mr. R. O. Austin, of Saline. Mr. F. J. Tooze, formerly of Quincy, and last year at the university, takes Saline.

Supt. A. S. Whitney, goes to the university as assistant in pedagogy and inspector of high schools. Prin. E. C. Warnier takes Mr. Whitney's place, and is in turn succeeded by Mr. Webster Cook, of the Detroit high school, who was ousted in the early summer difficulties with Prin. Bliss and others in Detroit.

Saginaw, W. S., has a new principal, Mr. R. B. Way, from Eaton Rapids. Prin. Frank L. Sage, going into the study of law.

The state board of education is responsible for a number of changes growing out of their elections in the normal college and schools. Supt. Samuel B. Laird was called to Ypsilanti as assistant in pedagogy. Prin. Clarence E. Holmes was promoted to the superintendency. Prin. Gerard T. Smith, of Ludington, preferred the Lansing principalship, and was succeeded by a Mr. Browning, of Davenport, Iowa.

Supt. Chas. T. Grawn, for sixteen years at Traverse City, accepted the directorship of the Ypsilanti training school, succeeding J. W. Simmons, who went to Stevens Point, Wis. Prin. C. H. Horn was promoted to the superintendency to follow Mr. Grawn.

Supt. G. W. Loomis, of St. Joseph, becomes the new head of the Mt. Pleasant normal training school, and is followed at St. Joseph by County Commissioner Ernest P. Clarke, of Berrien county.

Supt. B. E. Richardson, of St. Clair, goes into Ohio for Messrs. D. C. Heath & Company, and is succeeded by Prin. Sam'l J. Gier, of Hillsdale, and he by Mr. Harry Howe, formerly principal at Litchfield.

OTHER CHANGES.

In addition to Supt. Simmons, who leaves the state, Supt. F. M. Townsend, of Manistee, takes charge of the Newark, Ohio, schools, and Supt. John F. Rieman, of Monroe, the Goshen, Indiana, schools. Mr. Townsend is succeeded at Manistee by S. B. Baker, head of the city normal, and Mr. Rieman is succeeded by Supt. R. D. Briggs, of Howell, and he by Mr. W. D. Sterling, University of Michigan, '99.

Miss Clara Robertson, principal of Albion, retires for the present from teaching, and Mr. Luther H. Baker, of Kalamazoo, takes her place.

Miss Carrie Barber, principal at Macon, has decided to attend the university, and Miss Ina Godfrey, Albion college, '99, takes her place.

Prin. R. A. Whitehead, at Manistee, goes into business at Grand Rapids, and Mr. Joseph H. Thomas, English teacher at Ironwood, goes to Manistee as principal. Mr. H. D. Minchin, University of Michigan, '99, takes charge of the Niles high school, replacing Mr. F. W. Schultz, who takes the principalship of the Caseville schools. Mr. Harry C. Thurman, University of Michigan, becomes the new principal at Charlotte, Miss. Alice J. Temple, Albion college, '99, at Cedar Springs. Lowell elected four superintendents before they got an acceptance. Mr. J. B. Nicholson, of Almont, takes the place, and is followed at Almont by Mr. M. W. Conway, of Armada. Mr. H. A. Graham, of Clare, is the new principal at Grayling. Lewis McCullough, Ypsilanti '99, at Orion; Jas. H. Swain, of Sherwood, at Bronson; Mr. F. F. Aldrich, of Mindon, at Belding; H. C. Daley, Ypsilanti, '99, at Vicksburg; W. R. Stevens, of Coloma, at New Buffalo; Theodore Townsend, grade teacher of St. Johns, at Grand Lodge; C. L. Catherman, at Tekonsha, and John Loeffler, University of Michigan, '99, Northville.

Supt. C. M. McLean, of Holland, takes the presidency of a beet-sugar company; Prin. D. F. Mertz, of Owosso, will attend Harvard, and A. Knechtel, of Leslie, will study medicine.

Moorhead, Minn., elects as superintendent Mr. C. W. Micens, University of Michigan '99, formerly at Crystal Falls, Vermillion, Ohio, elects Mr. J. C. Seeman, principal at Athens, and the supervision of the normal schools of Arizona will be in the hands of J. W. Smith, formerly superintendent at Bay City, and recently county commissioner of Bay county.

IN NORMAL AND COLLEGE.

Among the changes in the normals and colleges not already mentioned may be noted that Prof. B. L. D'oge, of the department of Latin and Greek at the Ypsilanti normal college, will spend the year abroad, while Prof. C. T. McFarlane, professor of drawing and geography in the same institution, will resume his work after a year at Paris. Dr. R. G. Boone, the former president, takes charge of the Cincinnati, Ohio, schools,

and his successor has not been selected. Prof. E. A. Lyman, of the department of mathematics, is acting president.

At Hillsdale college, Prof. Merrill is succeeded by Prof. Dodge, as the head of the vocal music department, and Rev. Dr. Graff succeeds Dr. Salley as pastor of the college church.

At Albion the chair of history and civics, made vacant by the election of Prof. Dwight B. Waldo to the presidency of the Northern Michigan normal at Marquette, is filled by the election of W. M. Burke, Ph.D., of New York. A new chair of pedagogy will be occupied for the first time by W. H. Blount, of Indianapolis. Grant Stewart, of Evanston, succeeds Prof. O. L. Lyon as Prof. of elocution and oratory; Prof. R. C. Ford will study in Germany, and Chester L. Brewer will be professor of physical education.

At Olivet, Miss Flora M. Bridges is the new principal of the women's department, Miss Grace A. George will teach French and German, and Mrs. Ada A. Smith is instructor in the conservatory. Dr. Jas. L. Kellogg, professor of biology, goes to Williams college, Mass. He will be succeeded by Hubert Lyman Clark, of Amherst. Miss Mary Augusta Reeder, of Oberlin, will have charge of the physical culture of the young women and W. F. Lyons, Jr., the gymnasium and outdoor athletics.

At the Central state normal school, at Mt. Pleasant, Chas. T. Gambling, A. B., of Oberlin, is a new assistant in mathematics; Miss Margaret Wakelee, of Galveston, Texas, is the new head of the kindergarten department.

W. J. MCKONE.

Albion.



Interesting Notes from Everywhere.

PHILADELPHIA, PA.—Mr. Thomas Campbell Copeland, representing the Child Workers' Protective association, is planning to organize and reform the little newsboys of this city. As Mr. Copeland himself writes, "The object of the movement is to give the newsboys a chance to do well." They are to be so graded that all those under ten years of age shall be kept off the streets after nine P. M. In framing laws to regulate age, hours, and school certificates the association will include all out of door child workers under a single act. The association may meet some opposition in its work, as local opinion seems to be against societies invested with legal power to deal with children.

PRINCETON, IND.—One of the army officers, on his return from the war, brought with him from the West Indies a Cuban boy. The lad was put into school here, but the parents of the white children objected, and threatened to withdraw their sons and daughters unless the young islander was either taken away entirely or put into the negro school. The Cuban has been withdrawn by the trustees temporarily.

Mr. Jean I. Charlouis has returned from his summer home at Bay View, Mich., where he has spent several months in taking a well-earned rest. He and Mrs. Charlouis had the pleasure of celebrating the twenty-fifth anniversary of their marriage early in August. About fifty of their friends from Bay View, Wequetonsing, and Harbor Point spent the afternoon and evening with them at their cottage, and it was a very delightful occasion for all present. The rooms of the cottage were tastefully decorated, the reception room being adorned with cut flowers. Mr. and Mrs. Charlouis were the recipients of many beautiful presents.

INDIANAPOLIS, IND.—The attorney-general has handed down the decision that when cities or towns annex school property they must assume the debts thereon. The case came up in Indianapolis some years ago, and this recent decision is an interpretation of a portion of the law passed by the last session of the legislature.

COLLEGE POINT, L. I.—The new school was not opened at the appointed time. About two hundred tons of coal had recently been stored in the building basement and the dust had penetrated into the rooms, covering the floors and furniture, and blackening the walls. The building is entirely useless till it is thoroly cleansed. The room intended for the boys' playground, was filled with coal to the ceiling.

Marshall, Mich., voted September 4, to put up a \$20,000 high school building. Marshall's present building is a three-story building, and the new one is needed badly. Niles also voted, July 10, to put up a \$7,500 addition for high school and library purposes.

ROXBURY, MASS.—Roxbury Latin school has made an attempt this fall to provide some accommodation for outside students. There will be no new dormitory, but a private house has been rented, and the students may obtain lodgings there. Some instructor will have charge of the house. It is desired to have these outside students more under the supervision of the school than has been the case in previous years.

BROOKLINE, MASS.—The training class for college graduates has been in operation for four years, and of its sixty graduates, more than nine-tenths have achieved success. The last class numbered twenty-five. This coming year's work begins September 19, 1899.

HANOVER, N. H.—Dartmouth college opened September 14. The president made the following announcement as to changes in the faculty: Prof. Justin H. Smith, class of '77, formerly managing editor for Ginn & Co., Boston, is appointed to the chair of history; Wilbur C. Abbott, University of Michigan and a graduate of Oxford, assistant in history; Dr. Warren A. Adams, formerly, instructor in Yale, and a graduate of that institution, assistant in German.

BOSTON, MASS.—The public schools opened September 18 with an enrollment of about 77,000. Three new buildings will be ready for occupancy within a month, and the new Roxbury high school some time later. The Chapman school in East Boston, and the new primary school at Brighton are to be finished by next year. Eighty new teachers have been appointed this year.

CAMBRIDGE, MASS.—The will of Mrs. Mary P. Goddard, widow of the late Thomas A. Goddard, of Newton, provides for bequests amounting to nearly \$200,000. The largest gift is \$60,000 to Tufts college.

PHILADELPHIA, PA.—The board of managers of Haverford college announce the receipt of \$25,000 from Clementine Cope, to establish a fellowship. The new dormitory, has been named Lloyd hall in honor of Thomas Lloyd, president of the First Provincial Council appointed by William Penn.

CHICAGO, ILL.—Miss Ernestine Witkowsky, special substitute teacher in district No 8, died Sept. 20 after an extended illness. Miss Witkowsky was an accomplished musician.

TRENTON, N. J.—The educational committee of the New Jersey State board of education announce that an examination of candidates for county superintendents for Camden, Mercer, Ocean, Burlington and Cape May counties will be held at the manual training and high school at Camden, Sept. 23.

MORGANTOWN, W. VA.—West Virginia university has adopted the elective system in all departments. For the degree of bachelor of arts, all subjects are elective save nine courses in the major subjects, and such minor subjects as are deemed necessary by the professor having the student's work in charge. The following instructors have been elected: Dr. E. B. Copeland, assistant professor in botany; Miss Daniels, European history; Dr. J. B. Johnson, professor of biology; Otto Folin, chemistry; Miss Hannah B. Clark, domestic science; James David Thompson, mathematics.

MALDEN, MASS.—The city schools opened September 11, with a registration of over 5,000, not counting the high school. The increase is not so great as it was in 1898, but is a fair number. The new Glenwood school has been opened, and changes were made in the Maplewood school. The districts have been somewhat changed, and the school population more evenly distributed.

The Melrose schools also opened with a full attendance. Many changes have been made in Melrose, both in the teaching corps and in the buildings, but things are now quite settled and everything points to a successful year's work.

TARRYTOWN, N. Y.—Rev. Theodore C. Williams, formerly pastor of All Souls church, has been chosen head master of the new boys' school to be started here. The school has been established on the Hackley foundation, and given to the American Unitarian Association. Altho the school is to be under Unitarian auspices, the management and effect will be non-sectarian.

Missouri university opened September 13 with a greatly increased attendance, due to the fact that no entrance fees are charged this fall. This free tuition holds in all departments save junior and senior law courses, and the last two years of the medical course, where \$50 a year is charged. The only other charges are a general fee of \$5 and small laboratory deposits.

A large party of scientists from the French Association for the Advancement of Science visited the British Association at Dover, Eng., September 16. The party included the president and about 300 members. The Frenchmen were given a most cordial reception.

CHICOPEE, MASS.—A. E. Tuttle has been elected principal of the high school to succeed W. C. Whiting. There were forty other candidates. He is a graduate of Bates college, and has been for the past three years at Milford.

BALTIMORE, MD.—The Woman's college has introduced a banking system on a small scale for the convenience of students. The methods are the same as in any bank, the money being deposited with the cashier and drawn by check.

BURLINGTON, VT.—Mr. Geo. F. Edmunds has given a fine library of five hundred standard works to the high school of this city.

NEW HAVEN, CONN.—Prof. Warren A. Adams has resigned his instructorship in modern language in Yale. It is understood he goes to Cornell university from which place he went to Yale. His successor at the latter place is Jay Glover Elbridge, of Penfield, N. Y., for two years an instructor in the Sheffield Scientific school.

Cornelius W. Prettyman, formerly assistant in German in the University of Pennsylvania, has accepted the chair of Germanic languages in the Dickinson college at Carlisle, Pa. Dr. Prettyman was a graduate of Dickinson, in the class of 1891, and during 1896-79 did graduate work in the Johns Hopkins university. He received his doctor's degree from the university of Pennsylvania last June.

The special committee appointed by St. Lawrence university to select a new president has chosen Dr. Almon Gunnison, of Worcester, Mass. He is a graduate of the university and has been elected to the presidency twice before but refused the honor both times. He gained his collegiate education at Tufts college, and was graduated in theology at St. Lawrence, in 1868. His first pastorate was in Bath, Me., and at the end of three years was called to All Souls' church, Brooklyn, and finally to Worcester, Mass. Dr. Gunnison has been for several years one of the trustees of St. Lawrence university. It is believed he will accept the call.

ROCHESTER, N. Y.—Hundreds of children were refused registration at the schools here. The provisions are so inadequate that the school system is almost demoralized. Mayor Warner has consistently blocked any measures to provide new buildings or accommodations, and is being severely criticised. Since the board of health has forbidden the crowding of the buildings and annexes, conditions are more unsatisfactory than ever. A petition is being prepared for the governor. In all the schools the pupils are studying and reciting in the attics, basements, and on the stairs, and half-day sessions are a necessity.

At a Bible Study conference at Quaker Hill, N. Y., the address to the retiring pastor was given by Dr. Amos M. Kellogg, who has a summer cottage at this place. He said: "This entire section of country is noted for maintaining the dignity, solidity, and spirit of those noble men and women who built houses here a century and a half ago; there is considerable here yet of the spirit of Penn and Fox, the peculiar garb and language of the Quaker has been laid aside."

Recent Deaths.

BOSTON, MASS.—Miss Sarah W. Keeler, a well-known teacher of deaf-mutes, and for some time past associated with the School of Improved Methods for Teaching Articulation to Deaf Mutes, is dead. She has been a frequent lecturer on the subject, and conducted a private school for instruction in her method.

CAMBRIDGE, MASS.—Prof. Arthur R. Marsh, who has for some years held the chair of comparative literature in Harvard university, has resigned to go into business. This chair was founded mainly thru Prof. Marsh's efforts, and his withdrawal has caused much surprise.

Important Educational Meetings.

Oct. 13-14.—Connecticut State Teachers' Association, Hartford. Sec'y, S. P. Willard, Colchester.

Oct. 18-20.—New York State Council of School Superintendents, at Poughkeepsie.

Oct. 18-20.—New York State Council of School Boards, at Poughkeepsie.

October 19-20-21.—Northeastern Iowa Teachers' Association at Independence.

Oct. 26-28.—Rhode Island Institute of Instruction at Providence. President, Frederick W. Doring, Woonsocket; secretary, Nathan G. Kingsley.

November 2-3-4.—The Southwestern Iowa Teachers' Association, at Creston.

Nov. 3-4.—Central Ohio Teachers' Association, at Springfield. Chairman of executive committee, Supt. W. McK. Vance, Urbana.

Nov. 24-25.—Massachusetts Teachers' Association, at Boston. Sec'y, Mr. Lincoln Owen, Boston.

Dec. 1-2.—Association of Colleges and Preparatory Schools of the Middle States and Maryland, at the state normal school, Trenton, N. J.

Dec. 17-19.—Iowa State Teachers' Association, at Des Moines. Sec'y, Carrie M. Goodell, Corydon.

Dec. 26-27-28-29.—Indiana State Teachers' Association, Indianapolis. Pres., W. H. Glasscock, Bloomington; sec'y, J. R. Hart, Lebanon.

Dec. 27-29.—Southern Educational Association, at Memphis, Tenn. Pres., Junius Jordan, Fayetteville, Ark.; sec'y, P. P. Claxton, Greensboro, N. C.

Dec. 27-29.—Montana State Teachers' Association, at Helena. Sec'y, Miss Lillian Carey, Boulder.

Dec. 26-28.—Illinois State Teachers' Association at Springfield. Pres., Albert G. Lane, Chicago; first vice president, J. D. Shoop, Paris; sec'y, Joel M. Bowley, Carbondale; treas., Walter R. Hatfield, Pittsfield.

Executive Committee, Miss Martha Buck, Normal university, Carbondale; David Felmley, Normal university, Normal; E. G. Cooley, principal, Township high school, LaGrange.

Dec. 26-28.—Kansas State Teachers' Association, at Topeka. Sec'y, Miss Helen Eacker, Minneapolis, Kan.

Dec. 26-28.—Minnesota Educational Association, at St. Paul. Pres. J. D. Bond, St. Paul; sec'y, W. G. Smith, Minneapolis.

Dec. 27-29.—Maine Pedagogical Society, at Bangor. Sec'y, Prin. R. E. Cole, Bath.

Dec. 27-29.—North Dakota Educational Association, at Grand Forks. Pres., W. L. Stockwell, Grafton; sec'y, Geo. Martin, St. Thomas.

Dec. 27-28.—Missouri State Teachers' Association at Jefferson City. Pres., Dr. R. H. Jesse, State university, Mo.; sec'y, Supt. O. H. Stigall, Chillicothe.

Dec. 28-29.—New York State Science Teachers' Association at Syracuse. Sec'y, James E. Peabody.

Dec. 28-29-30.—New Jersey State Teachers' Association, Trenton.

Holiday Week.—Conference of New York State Associated Academic Principals, at Syracuse. Pres., D. C. Farr; sec'y, S. Dwight Arms.

Holiday Week.—Convention of New York State Commissioners and Superintendents, at Syracuse.

Holiday Week.—Conference of New York State Grammar School Principals, at Syracuse.

Holiday Week.—Colorado State Teachers' Association, at Denver. Sec'y, F. J. Francis, Denver.

The Editor's Notebook at the N.E.A.

(Continued from September 9.)

Mrs. Whittemore, of New York city, who is sojourning in Los Angeles for her health, was a daily visitor at the New York headquarters and distributed souvenirs made by her own hands.

The Southern California Parents' Association gave an enjoyable banquet to the teachers of the deaf.

Los Angeles proved itself to be an ideal convention city. Every one was well taken care of, there was less friction in arranging for accommodations and in delivery of baggage than ever before at an N. E. A. convention. The most fastidious tastes could be satisfied with regard to rooms, service and cuisine at the leading hotels. For those with whom economy was the first consideration there were rooms in private houses as cheap as in any city on the continent. The large convention was skilfully handled and everybody was satisfied.

The sub-committee under the chairmanship of Mr. F. K. Rule had provided bountifully for the entertainment of the city's guests. One of the special treats for the convention was a series of theatrical performances by Chinese actors brought from San Francisco at a cost of about \$3,000.

The vote of the directors in favor of Charleston, S. C., as the place of meeting in 1900, was an eloquent tribute to the persistence, alertness and persuasiveness of Mr. W. K. Tate, who conducted the canvass.

The restfulness of the Southern California climate and the quiet attractiveness of the Angeles homes made many teachers wish they might take up their abode in the convention city.

The visiting teachers were greatly impressed, not to say highly honored, by the interest taken in their welfare on the part of the best citizens. There was a touch of refinement in everything arranged for their reception and entertainment. Los Angeles here, as in many other respects, set an example that will go far toward enlisting the interest of the cultured leaders of society in future convention cities.

The Los Angeles meeting proved again how much weight thoughtful teachers place upon the utterances of such men as Dr. Harris, Dr. White, and Supt. Soldan, who represent the best scholarship, and soundest pedagogic judgment, in the educational profession, and whose grasp of the practical problems of school administration, management and instruction entitle them to special deference. This is only another sign of the progress made in the study of education.

The brilliant speaker, the witty entertainer and the racy sketch-artist may elicit a great volume of applause, but that ends it then and there; they have their reward. Solidity is one of the essential qualities looked for in a leader. Many succeed in illuminating the pedagogic sky for awhile, some even manage to keep in front rank long enough to impress the outside world with their prominence, but only the really great men can hope to survive in professional leadership.

(To be continued.)

Fruit Trees.

(Continued from page 291.)

The fig stands by itself. It consists of a very tough rind in which is packed a great quantity of fine seeds mixed indiscriminately with the fleshy pulp. Its most remarkable feature is that the entire fruit grows before it blossoms. When it has attained full size, a great bunch of blossoms opens within, a sort of head, (*Capitulum*.) It therefore requires for fertilization a special insect, of which only a single species is now known. This pierces a hole at or near the outer end, crawls in and visits all the blossoms. How the insect is benefited is not fully known, but it is supposed to get food, and perhaps its eggs are deposited in the fig. At any rate, when the puncture is prominent, many persons object to the fig as "wormy," while the fact is that every fig is so punctured, and no fig would be eatable otherwise.

Localities.

The apple and the pear grow best in the United States. Their range is about the same, but the apple is more hardy than the pear, so that its range extends a little further north. In a general way, they may be said to be native to New England and to range thence westward, following between the parallels of 35° and 40° north latitude. Of course, among the Rocky mountains, the belt sweeps southward in a great curve. Different localities along this zone produce their own varieties, and the quality of the fruit is largely determined by local conditions. The same varieties of apples grown in western New York, or Michigan, differ so much in flavor from those grown on the prairies of Illinois as to be hardly recognized as one. The peach and plum demand warmer sections and flourish best in more southern states and in California. The olive is confined to very narrow limits, California being practically the only section of this continent where it flourishes. It is remarkable for its extreme length of life, certain trees being reported to be two thousand years or more of age, and still flourishing. Citrus fruits belong to tropical and semitropical sections.

Uses of the Timber.

The wood of nearly all the fruit trees is hard and capable of taking a very high polish. This adapts these woods for ornamental purposes, provided the trees attain a sufficient size for sawing. Apple tree, quarter sawed, has been used for small articles of furniture, and is often selected as stock for wood carvings. The very hard, when free from knots, it cuts well under the chisel and is very lasting, as its pungent odor prevents the ravages of insects. The color is a beautiful blood red, and tho it darkens with age, the color steadily becomes richer. If only the tree furnished logs of some considerable length, few woods would offer such attractions to the cabinet maker; but rarely does the tree give logs free from knots and gnarls more than three feet in length; often not more than two, and this limits the use of the wood.

The cherry is the most valuable wood produced in quantity by a fruit tree. Any of the cherries will furnish good timber, except the common wild cherry, or the pin and bird cherries; these varieties grow to be little more than shrubs. The black cherry growing in the forest is the most valuable, as this often furnishes thirty feet, sometimes more, free from knots, and reaches a diameter of two and a half or three feet at the butt. The wood is of a very light red, almost pink, when first cut, but it turns much darker in seasoning, and becomes a very rich red at the end of a few years. It is remarkably uniform in texture, and, taking a high polish, it makes very attractive interior finishings, and beautiful tables and desks. Since it grows harder with age, it is also very lasting. School desks and those for office use are often made of cherry. The richest interiors of railroad cars are worked of this wood that has "aged" considerably before use. Such finishings all grow more beautiful with age.

Other fruit woods are sometimes used for timber. They are of little value, however, since they are rarely

found in sufficient quantity. Of these, the olive is the most important. Nothing, indeed, can be richer than olive wood, unless possibly, ebony. But the tree is of such slow growth, and it is so valuable for fruit bearing, that only when it has been injured can the timber be obtained. This limits its use to small ornamental boxes, such as work boxes and jewel cases.

Fruit trees have rarely been selected for ornaments. They grow too irregularly for beauty. Here and there an apple tree can be found whose form is symmetrical. Such a tree closely resembles the white oak in its form, but its branches nearly or quite rest on the ground. Very rarely, the pear also grows into an attractive shape. But usually fruit trees are rough and irregular in form. Some of the limbs extend beyond the rest, and growing naturally, the whole tree possesses an air of abandon, as tho neglected, or the expression of nature runs wild. But where set together in large groups so that the outlines of the trees blend, fruit trees become very attractive. Few more beautiful sights can be found than a large orchard when the apples and pears are ripening, their lucious colors set in a background of living green.



The old method of teaching geometry turned out some fine geometers, yet this was not because it was perfect, but in spite of its limitations. The want of careful and systematic development of the subject as a means of cultivating the faculties of observation caused a revolt against the arithmetic problems and resulted in the substitution of nature studies to a considerable extent in the schools for the drill in such problems. *Observational Geometry*, as presented in the text-book by William T. Campbell, instructor in mathematics in the Boston Latin school with an introduction by Andrew W. Phillips, Ph.D., professor of mathematics in Yale university, goes further. It combines the training of the nature studies, so far as these educate the eye to keen and intelligent perception, with the training which the more valuable problems of the old arithmetic furnish, and so gives a mental discipline at once rigorous and entirely free from that one-sidedness which either of these systems fosters when taken alone. The pupil learns of lines, surfaces, and solids by pictures of natural objects. For instance a carpenter's square represents a right angle, a square box a cube, a table or a lake a plane surface and pyramids, mountains, buildings, etc., various shaped solids. The pupil is taught the use of drawing instruments, learns to make models of solids, and works out problems to test his knowledge of principles. Studied in this way geometry cannot fail to become one of the most attractive subjects in the course. (Harper & Brothers, New York.)

The Study of History in Schools, being a report to the American Historical Association by the Committee of Seven, consisting of Andrew C. McLaughlin, Herbert B. Adams, George L. Fox, Albert Bushnell Hart, Charles H. Haskins, Lucy M. Salmon, and H. Morse Stephens, ought to be read by every teacher of history. This committee was appointed in the early winter of 1896 to consider the subject of history in the secondary schools and to draw up a scheme of college entrance requirements in history. All questions of doubt are carefully, thoroughly and systematically discussed, and in the conclusions presented all the members concur. The committee endeavored, in the light of actual facts, to prepare a report that may be useful and suggestive to teachers of history and that may furnish to superintendents and principals some assistance in the task of forming programs and determining methods of work. (The Macmillan Company, New York).

An Outline Sketch of Psychology for Beginners by Hiram M. Stanley, contains a very simple treatment of the topics of sensation and perception, memory, idealization and introspection, feeling and will, etc. The author has kept in view the fact that, the beginner should acquire insight and familiarity with method; he should be told as little as possible, but should learn and conclude for himself from the simplest observations and experiments. Therefore a large number of pages are left blank for a record of this work. As treated here psychology may be pursued in the high school, academy, and secondary school, or may be studied without a teacher. (The Open Court Publishing Company, Chicago. 40 cents).

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Interesting Notes.

Origin of Geographical Names.

Our New England forefathers were a sternly religious people and they gave their daughters such names as Patience, Hope, Charity, Faith, and named their sons after Biblical patriarchs. This religious feeling is shown in the names of such places as Concord, Providence, and Salem.

The Southern settlers, on the contrary, either emigrated under government grants, or they were convicts transported to the new colonies. Those, therefore, who had the naming of the towns and settlements, being under government protection, naturally felt disposed to please their patrons, and hence may be understood such names as Elizabethtown, Virginia, Raleigh, Williamsburg, Yorktown, etc.

Later on, when this country began to attract persons from all parts of the United Kingdom, the newcomers were wont to adopt the familiar names of the parish, village, or town in which they had lived in their native land; consequently we find Londons, Bristols, Plymooths, Yorks, Oxford, and Cambridges scattered all thru the part of the country that was then inhabited. Altho feeling was so strong about the naming of places, rivers were in many instances permitted to retain their Indian names, and in some parts of the country these Indian names were given to districts and counties. The third change in the naming of places occurred after the Revolution, when a totally new system was introduced.

After their long struggle to establish their independence the people no longer felt inclined to perpetuate English names, and straightway chose in their stead the names of those of their citizens who had been most active in securing their liberty. The capital city of the country at this time appropriately received the name of the great founder of the republic, and many towns and villages also thus honored Washington. Among the popular names of 1776 Franklin, Adams, and Jefferson were great favorites, and Lafayette, who gave his talents and wealth to the cause of freedom in America, came in for a share of honor, and many new towns, villages, and counties received Frenchified names in grateful remembrance of his generous services.

Then follow hosts of Waynes, Warrens, Sullivans, Gates, Greens, and Montgomerys, and other Revolutionary worthies.

But soon the ambition of the young republic soared still higher, and having adopted the Roman eagle on her heraldic escutcheon, Roman, as well as Grecian, history was ransacked for "names that live but in the classic page." Thus it happened that such places as Pompey, Brutus, Tully, Solon, Ithaca, Palmyra, Sparta and Athens sprang up in the very heart of the wilderness. A long list of English authors was also thus linked with the names of places, and among them Locke, Bacon, Newton, and Addison were the special favorites.

Progress in the Sudan.

Great Britain has not been slow to reap the benefits of Kitchener's victories in the Sudan. In Gordon's time it took twenty-five days to go from Cairo to Khartum; now one can accomplish the journey quite easily in less than five days. When the railway is opened the time will be still less. The line to Khartum has tapped the trade of Central Africa, and has also given security to those vast provinces over which the British flag now flies. In old days it was a question of enormous difficulty to move troops or supplies to Khartum, but now, in a few days, a train can take one hundred tons there with the greatest ease, and it is to the security thus afforded that the trade in the Sudan will be due. A telegraph line is now running for four hundred and fifty miles up the Blue Nile to the frontiers of Abyssinia, and up the White Nile half way to Fashoda, while the line from Suakin to Kassala will soon be at Khartum. Two cables which have been laid across the Blue Nile complete the circuit.

Industrial Progress of the South.

A steel and iron company was incorporated in New Jersey recently with a capital of \$20,000,000, which will operate in the coal and iron fields of Alabama. It is a consolidation of the two iron and steel concerns that have done so much to develop the Birmingham region of Alabama. Its incorporation comes upon the heels of that of another concern called the Alabama Consolidated Coal and Iron Company. This makes three large concerns operating in the same field in Alabama in the coal and iron industry of Alabama, and gives some idea of the extensive resources of this state. The Springvale, Me., cotton mills with 10,500 spindles will soon be removed to Fort Valley, Ga. The removal is due to high taxes and too much competition, and a desire to be nearer the supply of raw material.

A Water-Curtain as Protection from Fire.

The scheme of protecting buildings from fire by making a water-curtain to fall around them has been carried into effect at the Chicago public library. A seven-inch steel water main is laid around the top of the building, upon the broad stone table formed by the top of the coping. This pipe is connected with force pumps in the basement of the building, and, thru perforations properly arranged, will insure the introduction of a substantial sheet of water from cornice to pavement, around the whole or any imperiled portion of the building.

New York's First Steel Frame Building.

A monument was lately unveiled on the Tower building on lower Broadway, New York, commemorative of the fact that the building was the first to be erected in which the entire weight of the walls and floors is borne and transmitted to the foundations by a framework of metallic posts and beams. The building was erected in 1888 and 1889 and has always been one of the most notable structures on Broadway on account of its proportions. It is twelve stories high and only twenty-one feet six

inches in width, and was erected to give a Broadway entrance to a building of larger area on New street. If the old style of construction had been used on so narrow a lot, there would have been room for little more than a hallway on account of the extremely thick walls required by the building laws for a structure of so great a height.

The People of Cuba.

Cuba is rather sparsely populated, considering its fertility and abundant capacity for food production. The estimated population in 1894 was 1,723,000. Since that date, as a result of the insurrection, with its accompaniments of disease and starvation, the number has been decreased by several hundred thousand. The state of Pennsylvania, of practically the same area, has a population of 5,500,000, more than three times that of Cuba, and it is not overpopulated either.

The present population of Cuba consists of five classes: 1. Natives of Spain—many of whom sought Cuba as office-holders, while others were industrial immigrants. 2. Cubans of Spanish descent. 3. Whites of other origin. 4. Negroes. 5. Laborers of Eastern Asia.

Perhaps one-fifth of the Cuban whites are natives of Spain. Under Spanish domination, members of this class held all the offices worth holding. They have the credit of being far the most industrious people on the island, the next in order being the intelligent and educated Cubans, largely of recent Spanish descent. Cuba has only a small population of whites of other than Spanish origin, perhaps not more than 10,000 in all.

Negro slavery has existed in Cuba since its earliest days, the negroes taking the place of the rapidly vanishing aborigines. To the credit of Spain it may be said that an attempt was made by law to lessen the evils of the institution; in spite of these laws, however, the negroes were often subjected to harsh treatment. During this century the number of free negroes largely increased. In 1870 an act of gradual emancipation was passed, and at the census of 1887 when slavery was at an end the negro population of the island was 485,187, something over one-fourth of the whole. The manumitted negroes do not take kindly to small farming, and few of them have places of their own, as they prefer to work as laborers on the sugar plantations and in the cities and towns. The mulattoes usually live in the cities and follow trades.

The first of the Asiatic coolies were brought to Cuba in 1847 and the number has gradually increased until now they number perhaps more than 30,000. Coolie labor is not called slavery, but in some respects it is worse than slavery. The coolie is not a native of the soil like the negro, with his home and family relations and having the same language, religion, and customs as his master, but remains an alien, bound to work a fixed number of years for small pay. The only interest the employer takes in these coolies is to get all the labor possible out of them.

The Adriatic Filling Up.

The picturesqueness of Venice would be destroyed without the water in and around it, yet the time may come when it will have disappeared. Prof. Marinelli has been studying the increase in the delta of the Po. Comparison of the Austrian map of about 1823 with the records of surveys made in 1893 shows that the mean annual increase during those seventy years has been about three-tenths of a square mile; and from all known data it appears that the total increase during six centuries has been about 108 square miles. The increase is continuing, and the Gulf of Venice is doomed in time to disappear. No immediate alarm need, however, be excited, for Professor Marinelli calculates that between 100 and 120 centuries will elapse before the entire northern Adriatic will have become dry land.

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The Horseless Carriage Gaining Ground

The horseless carriage secured another triumph the other day by climbing Mt. Washington. The road from glen to summit is eight miles in length; the actual distance is 4,600 feet, making the average grade twelve per cent. Less than two gallons of gasoline was used in making the trip. These vehicles seem to have come to stay. They are getting to be familiar objects on New Jersey roads. A company has lately been formed to run automobiles between New York, Philadelphia, and connecting New Jersey cities.

American Products for the Soudan.

Contracts were recently secured by the Pittsburg works for furnishing cars for the new railroad in the Soudan. Major Gordon, purchasing agent of the British war office, says that "the result of the Atbara bridge (furnished by American manufacturers) was marvelous, and I have no hesitation in saying we can go to the Americans for a lesson in efficient and speedy construction. With the finish of the Khartoum railway we can say that the Anglo-American union in the Soudan has produced the quickest and best result in engineering known to the army."

Possible Revolution of the Steel Trade.

Prof. Dewar thinks that great things will follow his success in liquefying hydrogen. A company with a large capital has been formed to ascertain whether steel can be cast in a vacuum. If it can, the air bubbles that now cause flaws and weakness will not occur, and a metal such as the world has never seen, and which may revolutionize the steel trade, will result.

Life of Man and of the Horse.

Study of the relation between the total length of life and the time required to reach maturity has brought out an interesting comparison between men and horses. A horse at five years is said to be, comparatively, as old as a man at twenty, and may be expected to behave, according to equine standards, after the manner of the average college student, following human standards. A ten-year-old horse resembles, so far as age and experience go, a man of forty, while a horse which has attained the ripe age of 35 is comparable with a man of 90 years.

The Best Shooting.

The shooting in Iowa, Minnesota, and South Dakota this year promises to be very good, as the rainfall in all these states was abundant. The best localities for chicken and duck shooting are on and tributary to the lines of the Chicago, Milwaukee & St. Paul Railway. A copy of a recent publication, issued by the passenger department of that road, can be had on application to W. S. Howell, General Eastern Passenger Agent, 381 Broadway, New York, and enclosing three cents in stamps for postage.

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